

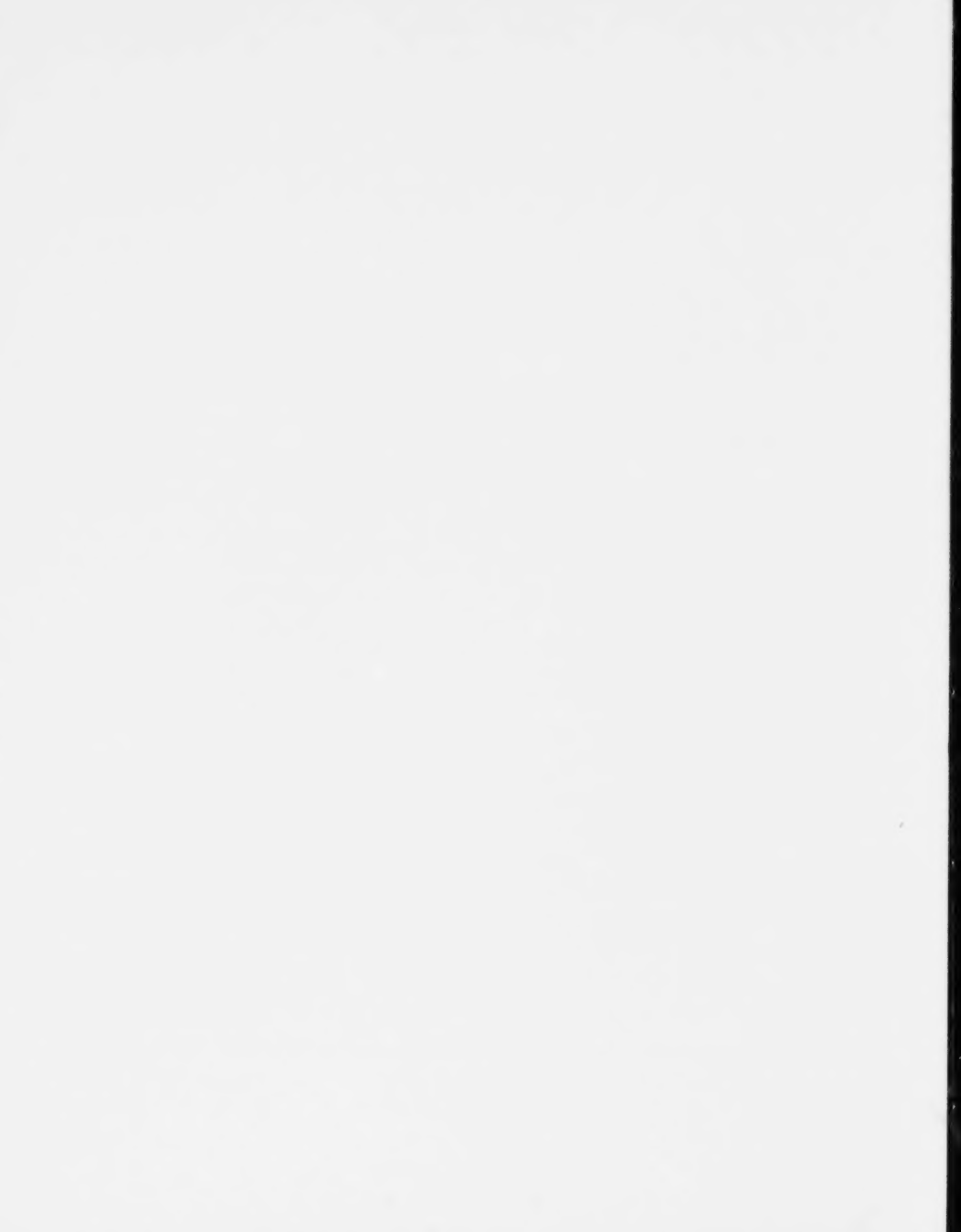


DEPARTMENT OF EDUCATION

Annual Report

2005 - 2006 SCHOOL YEAR







To the Reader...

This report deals with the activities of the Public Schools and Advanced Education Branches of the Department of Education and covers the 2005-2006 school year which ran from mid-August 2005 to mid-August 2006 (with the exception of financial information which covers the 2005-2006 fiscal year (April 1, 2005 to March 31, 2006)).

This report contains five substantive sections:

- **Overview of the K-12 Public School System**
- **Student Characteristics**
- **Education Programming Highlights**
- **Student Achievement and Educational Indicators**
- **Advanced Education Branch Activities**

Additionally, this report provides, whenever possible and where sample size is sufficiently large to ensure anonymity, information or statistics for First Nations students as a subset of the Yukon aggregate data. The report also includes a "More information..." section which lists publications and internet resources of interest to parents and the general public.

Purpose of the Annual Report:

The *Education Act* (Section 5 (h)) requires the Minister of Education to table an Annual Report on the state of education in the Yukon, including reports from each School Board, in the Legislative Assembly following the end of the year for which the report is made. This report is being tabled in response to that section of the Act for the 2005-2006 school year.

Please Note:

The Department of Education makes small and continuous improvements to the quality of its data. Sometimes these changes result in small differences from previously published reports. The data contained in this report is the most accurate data available at the time of publication.





DEPARTMENT OF EDUCATION • ANNUAL REPORT 2005-2006

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PUBLIC SCHOOLS BRANCH

Overview of the K-12 Public School System

The Public Schools Branch provides kindergarten to Grade 12 education throughout the Yukon in 28 schools, including three Roman Catholic schools. The branch also provides support and resources for the Individualized Learning Centre, the Francophone School Board, distance education, home schooling, and students with identified special needs.

The British Columbia program of studies forms the basis of the Yukon curriculum; however, the branch and its educators frequently adapt programming to reflect local needs, conditions, and opportunities. Examples of this include experiential programs, where real experiences are used to enhance the teaching of concepts; literacy and numeracy initiatives such as Reading Recovery™; and culturally diverse programming that reflects the Yukon's cultural and linguistic diversity, including that of Yukon First Nations.

Budgets

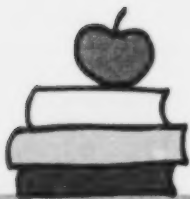
For the fiscal year 2005-2006, actual **operations and maintenance (O&M) expenditures** for the Public Schools Branch totaled \$71,578,000 or 67.6 per cent of the total O/M budget for the Department of Education. These expenditures were broken down as follows:

- Administration (\$270,000 or 0.3 per cent of the Public Schools branch budget)
- Program Delivery (\$61,904,000 or 86 per cent of the Public Schools branch budget)
- Program Support (\$6,252,000 or 8.7 per cent of the Public Schools branch budget)
- Partnerships & Operations (\$1,737,000 or 2.4 per cent of the Public Schools branch budget)
- Special Programs (\$1,415,000 or 2 per cent of the Public Schools branch budget)

Administration expenditures are those for central office administrative costs within the Department of Education. These include expenditures such as professional development for teachers and the Superintendent of Public School's office.

Program Delivery expenditures are those for school-based personnel and activities, as well as site-based facility expenses. These include salaries for teachers, remedial tutors, educational assistants, school secretaries, school librarians, Directors of Learning and native language instructors, all of whom provide direct services to the students in the classrooms.

Program Support expenditures are those that support school based personnel and activities. These cover the operation of the Gadzoosdaa residence, teacher recruitment and relocation, educational consultant services, participation in the Western Canadian Protocol, school libraries, and acquisition and distribution of school curriculum resources.



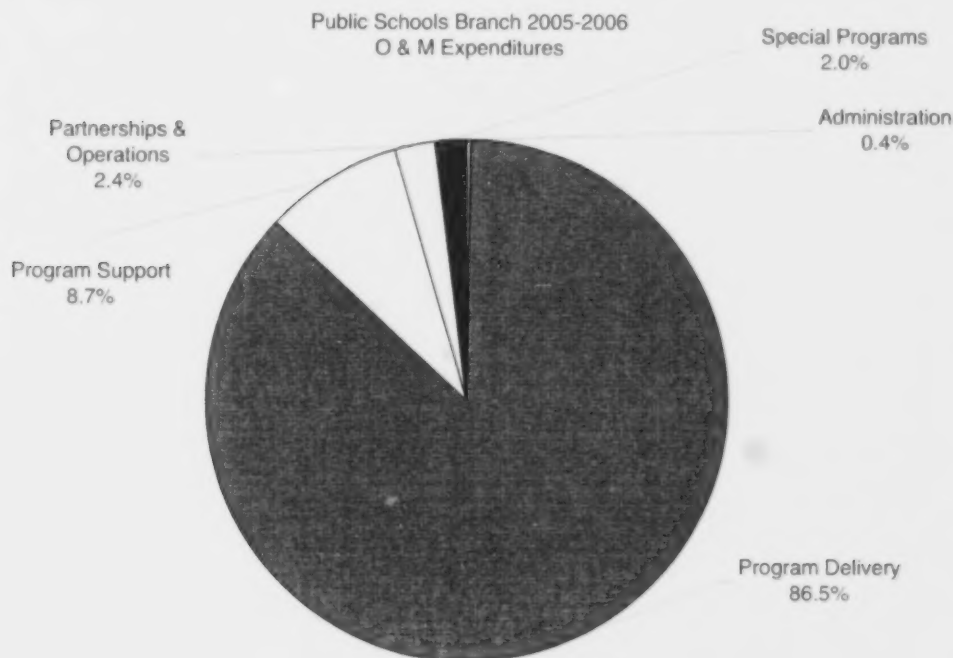
Partnership & Operations expenditures are those that support French language programs, as well as partnerships between various stakeholders in education. These include the French Monitor Program, administration costs associated with the Francophone School Board and French second language programs for adults. In addition, these include partnerships through liaison with Yukon First Nations, schools councils, the Catholic diocese, home educators, the Yukon Teachers Association, parents and community stakeholders.

Special Programs expenditures are those that support school-based special education services. These cover psychological assessment services, speech/language programs, occupational therapy, sensory impairment support services and other special needs programs or services that are required to meet the needs of special education students.

For the fiscal year 2005-2006, capital expenditures for the Public School Branch totaled \$11,027,000. These expenditures were broken down as follows:

- Facility construction and maintenance - \$8,919,000
- Instructional programs - \$2,108,000

Note: All figures for the "Educational Partnership" and the "Budgets" sections are based on March 31, 2006 data, and are subject to rounding.



(Figure 1a) Source: Department of Education



Educational Partnerships

The Minister of Education, along with the Francophone School Board (five members); the Kluane Lake School Committee (five members), and Yukon's 26 school councils (152 members) work in partnership with 819 employees to deliver K-12 Public School education to students who attend 28 schools and one learning centre.

As of March 31, 2006, these employees were comprised of the following:

- 51 central office staff at the Department of Education, which includes 8 seconded teachers
- 10 Gadzoosdaa Residence staff
- 10 French language monitors
- 44 school administrators (principals and vice-principals)
- 30 school secretaries
- 503 teachers (469.7 full time equivalents (FTE's))
- 31 remedial tutors (25.5 FTE's)
- 109 educational assistants (96.1 FTE's)
- 41 aboriginal language teachers (35.1 FTE's)

Of additional interest, 42 of the teachers are graduates of the Yukon Native Teacher Education Program (YNTEP). There are also 41 First Nation language teachers, 39 of whom taught in Yukon's public schools and two in the Native Language Centre.

The majority (53%) of Yukon teachers have ten or more years of teaching experience, while 22% of teachers have 5-10 years of experience and 25% have between 0 and 5 years of experience.

In addition, approximately 98% of Yukon teachers hold at least a Bachelor of Education Degree, and roughly 15% of those hold an additional Masters degree or higher.

Professional Development

The Department of Education, in partnership with the Yukon Teachers Association (YTA), works to provide professional development opportunities for Yukon teachers on an ongoing basis.

In 2005-2006, the Department of Education contributed, through a framework outlined in the YTA Collective Agreement, a sum of \$362,000 to the YTA professional development fund. It also covered the costs of the position of a half-time Professional Development Coordinator for the YTA.

In addition, the Department of Education spent approximately \$127,000 in professional development for teachers, through the delivery of in-services and workshops presented by Department of Education consultants.



Pupil-Teacher Ratio

The Yukon enjoys the lowest (i.e. the most favourable) pupil/teacher ratio of any Canadian educational jurisdiction. On average there is one teacher for approximately every 11 students. The lower rate has traditionally been associated with the need to staff rural schools based on programming requirements rather than on enrolment. However, the steady decrease in the ratio from 1997 is largely related to declining enrolment.

Pupil-Teacher Ratio as of March 31, 2006

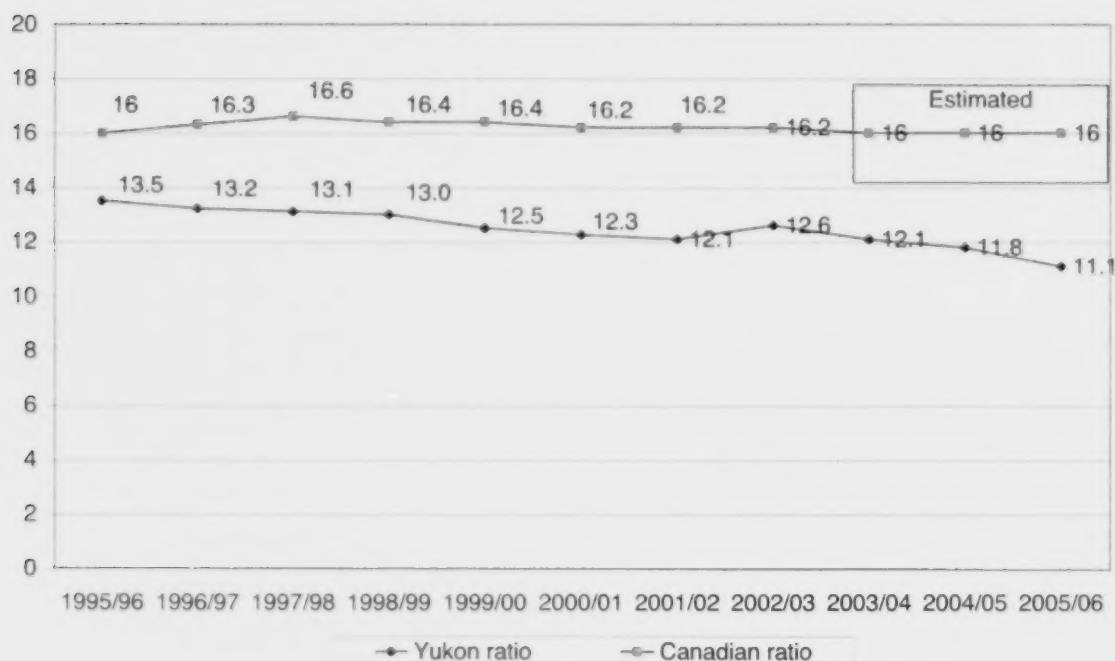


Figure 18a Source: Department of Education (YT ratio);
Centre for Education Statistics, Stats. Can. (Can. Ratio)

Pupil-Teacher Ratio

For the Yukon: Enrolment in Grades K to 12 divided by the number of full-time equivalent (FTE) teachers.

For Canada: Full-time equivalent enrolment (in Grades 1 to 12) and un-graded programs plus pre-elementary full-time equivalent enrolment, divided by the full-time equivalent number of educators.

Note: The Yukon calculation usually yields a slightly higher pupil-teacher ratio than does the Canada calculation.



Expenditures per Student

Expenditures per student have been increasing since 1997 for a number of reasons. A large portion of the increase is associated with declining enrolment and the loss of staffing efficiencies. However, part of the increase is associated with significant increases in the cost of school utilities, such as heat and light, and on collective agreement salary increases. Expenditures per student include: Program Delivery, Program Support, Special Programs, Partnerships & Operations and Administration.

O & M Expenditures per student as of March 31, 2006

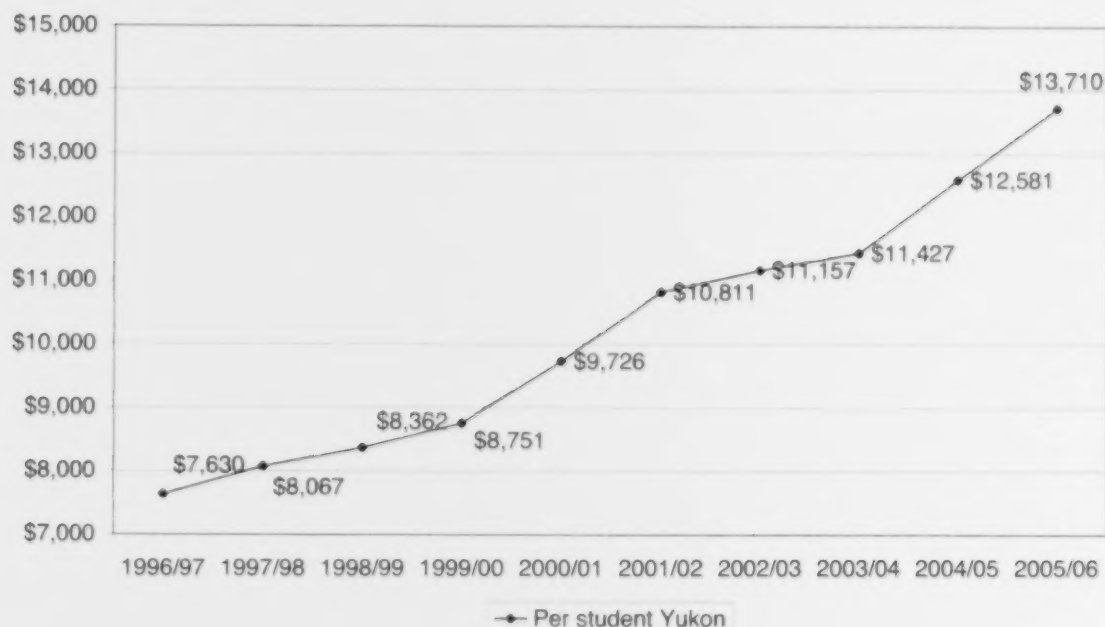


Figure 21 Source: Department of Education

Expenditure per Pupil

For the Yukon: The combined total of custodial salaries, maintenance payable to Property Management Agency, clerical salaries, teacher salaries, site-based allotments, educational assistant salaries, native language instructor salaries and substitute teacher salaries, divided by the enrolment in Grades K to 12.



Facility Highlights (2005/06)

Some of the major initiatives that took place last year to upgrade the school facilities are included in this section. This represents only a portion of the work done, and is intended to highlight the major projects.

Rural Schools

- *Chief Zzeh Gittlit School*: Library Roof Structural Renovations (\$21k), Storage Garage (\$47k)
- *Del Van Gorder (Faro)*: Roof Replacement (\$430k), Mould Remediation and Renovations (\$70k)
- *JV Clark School (Mayo)*: New Playground Equipment (\$76k)
- *Johnson Elementary (Watson Lake)*: Classroom Flooring (\$25k)
- *Robert Service School (Dawson)*: Portable Classroom Windows (\$18k), Dry Sprinkler System Repairs (\$15k), Main Office Renovations (\$15k)
- *Ross River School*: Foundation Cooling System Upgrade (\$540k)
- *Tantalus School (Carmacks)*: School Replacement (\$11.4 million total budget)
- *Teslin School*: Insulation Removal and Replacement (\$320k), Boiler Replacement (\$16k)

Whitehorse-area Schools

- *Christ the King Elementary*: Playground Equipment Upgrade (\$24k)
- *Émilie-Tremblay*: Student Lounge Renovation (\$17k)
- *FH Collins Secondary*: Gym Floor Refinishing (\$41k), Bus Loop Paving (\$51k), Exterior Repainting (\$130k), CWG Speedskating Oval and Soccer Field (\$310k)
- *Golden Horn Elementary*: Classroom Flooring (\$44k), Exterior Repainting (\$30k),
- *Grey Mountain Primary*: Gym and Library Interior Repainting (\$12k)
- *Holy Family Elementary*: Dry Sprinkler System Replacement (\$27k)
- *Jack Hulland Elementary*: Exterior Repainting (\$53k), Water Service Repairs (\$50k)
- *Porter Creek Secondary*: Cafeteria Expansion (\$4.4 million total budget), Bleacher Replacement (\$57k), Gym Interior Repainting (\$34k)
- *Selkirk Elementary*: Gym Lighting Upgrade (\$20k)
- *Takhini Elementary*: Outdoor Basketball Court (\$50k)
- *Vanier Secondary*: Computer Room Ventilation (\$41k), Roof Drainage Repairs (\$21k), Gym Floor Refinishing (\$40k), Soccer Fields Upgrade (\$30k), Modular Classroom Relocation (\$180k), Roof Upgrade Ph 3 (\$286k)
- *Whitehorse Elementary*: Sprinkler System Upgrade (\$15k)



Computer and Network Upgrades

In 2005-2006, the Information Technology and Support Services (ITSS) Call Centre responded to approximately 3300 help desk calls during the year. All schools were visited over the summer break and updated with the latest versions of the curriculum software.

Porter Creek School, Del Van Gorder School, Ross River School, École Émilie-Tremblay, and Wood Street School received new hardware for their computer labs. Network hardware infrastructure in Yukon schools were upgraded to allow for future fiber optic capability. Whitehorse Elementary School and Wood Street Centre were upgraded to fiber optic connectivity.





Student Characteristics

Student Enrolment

For the decade 1986 to 1996, student enrolment grew steadily both in Canada and the Yukon; however since 1996, enrolment has declined in the Yukon, with the exception of the 2002-03 school year where it held fairly steady. The number of students in public schools as of May 31, 2006 totaled 5,148. This represented a decrease of 192 students, or 3.6%, from May of the previous school year. It represented a decrease of 972 students, or 15.9 per cent, since the 1996-1997 school year, when it was at its 10-year high. Enrolments by school are shown in figure 4c on page 18. For historical enrolments by school for the last 10 years, please refer to Appendix 1 at the end of this report.

**Yukon Public School Enrolment
1993 to 2012***

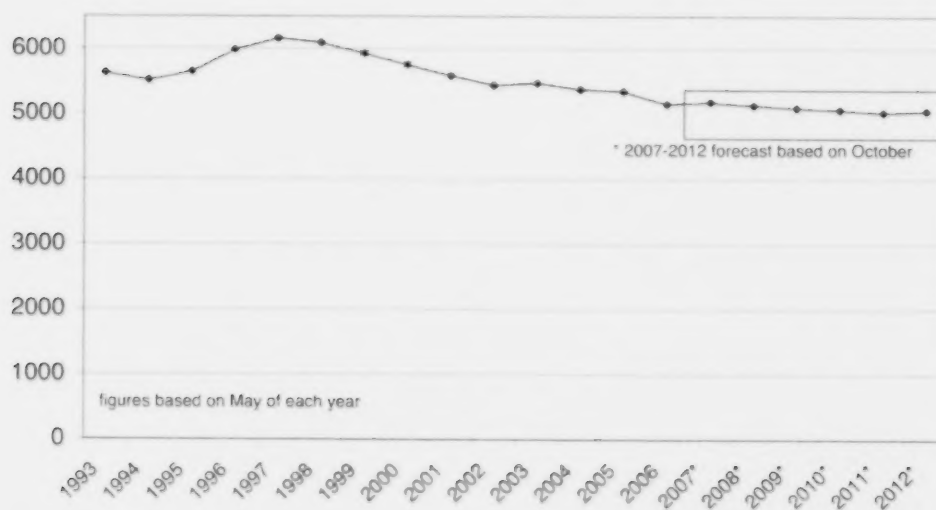


Figure 4c: Source: Department of Education

In 2005-2006, elementary students (K-7) represented 58.4 per cent of the total Yukon student population. Secondary students (8-12) represented 41.6 per cent. Given that population demographics predict that the zero to four-year-old segment of the population will continue to decline at twice the rate of other school-aged segments, it is reasonable to expect that enrolment will continue to decline slowly for a few years to come.



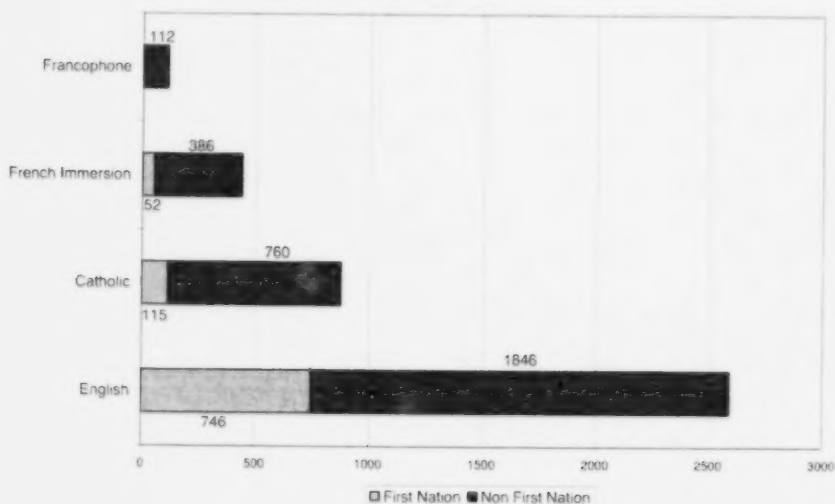
First Nation students continued to represent approximately 30 per cent of the total Yukon student population. However, the distribution of these students varied considerably between Whitehorse and rural Yukon communities, and between programs and/or schools (see figures 3a, 4a and 4b). Overall, males and females represented approximately 50 per cent each of the total population. This percentage has remained fairly stable over the past several years.

Whitehorse Enrolment

In 2005-2006, students attending Whitehorse schools represented approximately 78 per cent of the total student population. First Nation students represented approximately 23 per cent of the Whitehorse student population.

Whitehorse was the only Yukon community having sufficient student numbers to allow an analysis by program choice and ethnicity. Figure 3b shows the four broad program categories of enrolment. The regular English program enrolls the majority of students and serves the largest percentage of First Nation students. Both French Immersion programming and Catholic programming continue to be popular. Catholic enrolment has experienced growth in recent years while the English program has declined. This is in part attributed to Catholic schools' policy to admit students from any faith, provided there is capacity within these schools to first accommodate all students of the Catholic faith who wish to attend. Students who are not Catholic but wish to attend a Catholic School must agree to practice/follow the religious practices of the school.

**Whitehorse Student Enrolment by Program
as of May 31, 2006**



(Figure 3b) Source: Department of Education
Note: First Nation includes all students with a First Nation background.



Rural Yukon Community Enrolment

In 2005-2006, students attending rural Yukon schools represented approximately 22 per cent of the total Yukon student population. First Nation students represented approximately 57 per cent of the rural Yukon school population. As rural Yukon schools vary in student population from about 10 to approximately 250 students, the schools have been divided into two categories. Figures 4a and 4b provide enrolment analysis by ethnicity for rural schools with more than 75 students and less than 75 students respectively. In most rural schools, more than 50 per cent of the students enrolled identified themselves as First Nation.

Community Student Enrolment
as of May 31, 2006 (where > 75 students)

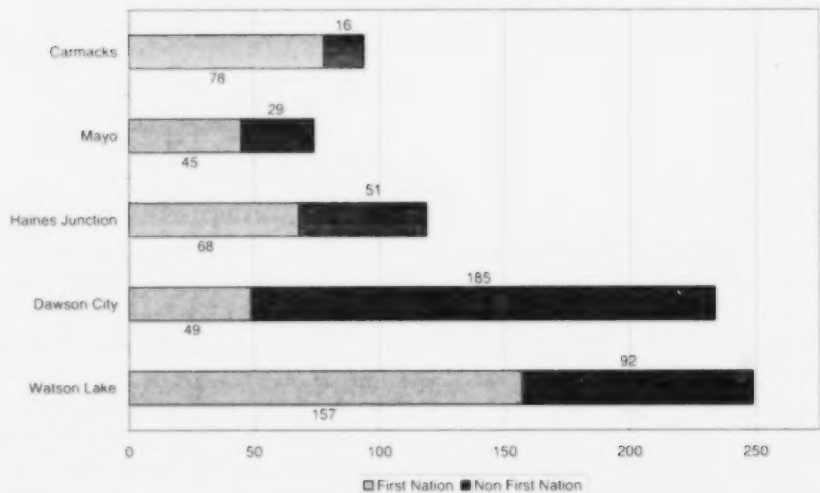


Figure 4a Source: Department of Education
Yukon First Nations Community & Government Relations

Community Student Enrolment
as of May 31, 2006 (where < 75 students)

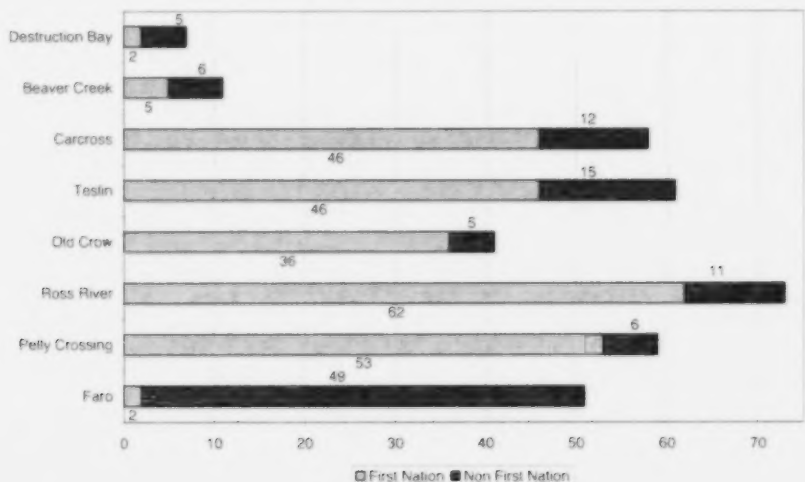


Figure 4b Source: Department of Education
Yukon First Nations Community & Government Relations



Distance Education

The Distance Education Program is made up of courses provided through both print correspondence as well as technology assisted distributed learning. Beginning with the 2003-04 school year, distance education and home school courses were offered at no cost to students from Grade 4 to 12. This has resulted in a dramatic increase in both the registration of students in home school and distance education, or correspondence courses.

Students enrolled in Yukon public schools are funded to enroll in courses offered through BC's Distance Education Schools Consortium. Courses are available to students in a variety of delivery modes including, online, computer-enhanced or paper-based. Yukon's Distributed Learning Program enrolled a total of 87 students in 49 different courses during the 2005-2006 school year.

The Department of Education's Distributed Learning Program also includes opportunities for students to enroll in courses delivered via video conferencing. In the 2005-2006 school year, eight students from Robert Service School in Dawson City joined a class from Porter Creek Secondary School in Whitehorse for Law 12 by videoconference.

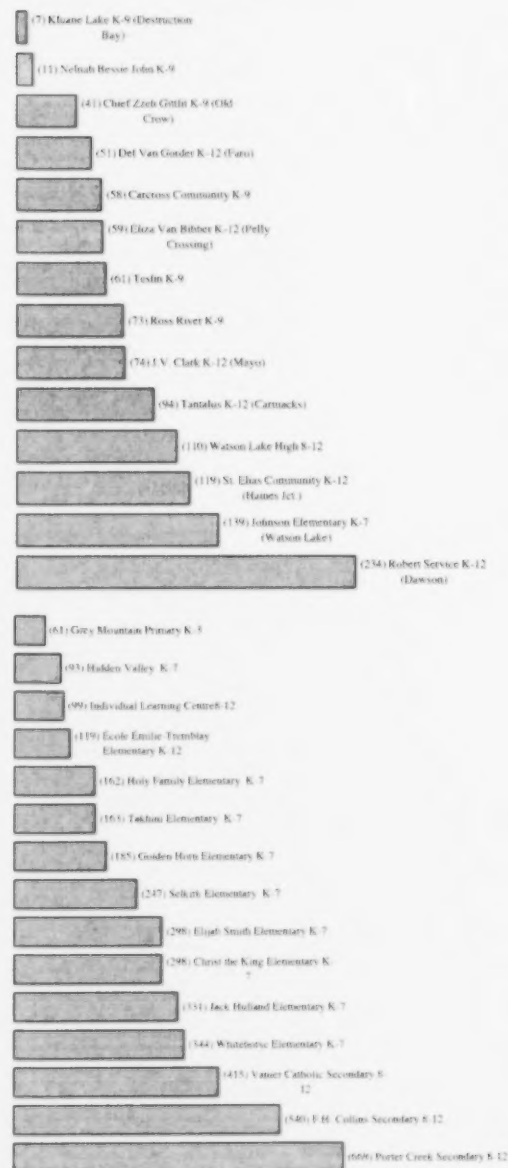
Home Education

In 2005-2006, there were 78 students registered in distance education programs or courses. These students were enrolled in 158 correspondence courses at various grade levels offered by the British Columbia Ministry of Education.

There were 77 home-educated students registered with the Public Schools Branch in 2005-2006.

In 2005-2006, distance education courses for grades 4-12 were made available to registered home education students at no cost.

Total Enrolment by School



(Figure 4c) Source: Department of Education



Ghùch Tlà Community School

(formerly Carcross Community School)

This past school year, the Carcross Community School was renamed to Ghùch Tlà Community School in honour of Carcross/Tagish First Nation Elder, Lucy Wren. "Ghùch Tlà" is Wren's Tlingit name which translates in English to "Wolf Mother".

The school's name was changed to recognize the integral role that Elder Lucy Wren played in maintaining and enhancing current knowledge of the Tlingit and Tagish languages and cultures, both in and out of the classroom. The request to rename the school was brought forward by school staff and the Carcross/Tagish First Nation due to Wren's significant contributions as an Elder.

Wren was in her mid 80s when she retired from her job as a First Nation language teacher at the Carcross Community School. Today she continues her work in advancing First Nation language and culture. Wren still spends time in the classroom teaching students about the First Nation's language and culture, and most recently, she played a key role in helping to create the FirstVoices digital language archives.

An official naming ceremony was held in the spring of 2006.





Education Programming Highlights

Introduction

The Public Schools Branch serves a broad range of students. In order to meet the unique educational needs of all of these students, the Branch augments its general programming with a variety of programming options. These program options are discussed below.

Individual Learning Centre

The Individual Learning Centre (ILC) opened its doors to students in February 2005. The ILC provides a safe and flexible learning environment where high school-aged youth who have dropped out of school can pick up their studies and complete their secondary education. The ILC is located at 407 Black Street and is staffed by two full-time teachers and three remedial tutors. In 2005-06, approximately 100 students were studying through the ILC on an ongoing basis, and youth aged 15-21 who have dropped out of the regular school system are encouraged to apply. In addition to following self-paced programming, students at the ILC are offered work experience opportunities and career training opportunities that will count as credits towards high school graduation.

Early Intervention

Early intervention refers to programs that provide additional assistance as early as possible to children who have difficulty learning. The major early intervention programs supported by the Public Schools Branch in 2005-2006 were the full-day kindergarten program and Reading Recovery™.

In addition to these initiatives in the 2005-2006 school year, the branch was engaged in the following early intervention initiatives:

- Transitioning from the Child Development Centre to kindergarten with support from Special Programs (34 students in Whitehorse, and 18 in rural schools)
- Books for Babies program continued through distribution at the Whitehorse General Hospital
- Identification of at-risk kindergarten children has been formalized with the development of a computerized kindergarten screening profile used by all schools
- Literacy and numeracy development (Math Makes Sense), was in-serviced with all Kindergarten teachers in October 2005
- Development of a set of seven early reading books continued in partnership with the First Nations unit and Eagle Crest Books from Duncan, British Columbia. Copies were placed in all schools in November 2005



Extended and Full-Day Kindergarten Programs

The extended kindergarten programs emphasize language, social skills, pre-literacy and numeracy, as well as “learning to learn” behaviours.

In September 2005, the Department of Education has extended full-day kindergarten programs to all Whitehorse schools, with the exception of Golden Horn Elementary School. Hidden Valley Elementary School offered a staggered program, which included 3 full days in term 1, 4 full days in term 2 and 5 days in term 3. Full-day sessions were also provided for kindergarten students in Watson Lake. Tantalus School in Carmacks operated a full-day kindergarten program. Four-year-old students also attended on a half-day basis.

A combined kindergarten program for four and five year-olds (K-4) was offered in Haines Junction, Carcross, Carmacks, Mayo, Old Crow, Pelly Crossing, Teslin, and Ross River in order to provide children with more time to prepare for entry into Grade one. The Child Development Centre assists by providing in-school support for a number of four year-olds in these rural communities.

Reading Recovery™ Program

The Reading Recovery™ program is a key component in the early intervention strategy of the Public Schools Branch. With its dedicated teacher resources (30 active teachers in 2005/06, including 3 teacher leaders and 6 in training) it is one of the Branch's major investments, costing approximately \$1.3 million. It is a preventative program delivered to six year-old students in Grade one to help students with reading and writing difficulties to achieve average levels of literacy in approximately 12 to 20 weeks. In addition to classroom teaching, these students benefit from targeted one-on-one teaching that helps the student learn to read, and teaches the child to be an independent, problem-solving reader. Students who do not achieve the desired level of literacy receive further assessment and individual attention. There were 273 Grade one students in Yukon in the 2005-2006 school year. Of these students, 152 were new to the Reading Recovery™ program. There were an additional 26 students carried over from the previous school year.

Yukon's target for accessibility to the Reading Recovery™ program is all Grade one children who require special support to become independent readers. This accessibility target is estimated to be as high as 40 per cent. Such an accessibility target compares favorably to other ministry-funded Reading Recovery™ programs. For example, in Manitoba and Nova Scotia, the accessibility target is 20 per cent of six year-old students. Surveys of parents whose children benefited from the Reading Recovery™ program show strong support for the program. Similarly, school administrators and teachers regard the program as highly beneficial and successful.

Reading Recovery™ is now considered to be fully implemented as a result of the increased allocation of resources and the training of certified Reading Recovery™ teachers. The number of students benefiting from the program since its inception is reported in figure 5a.

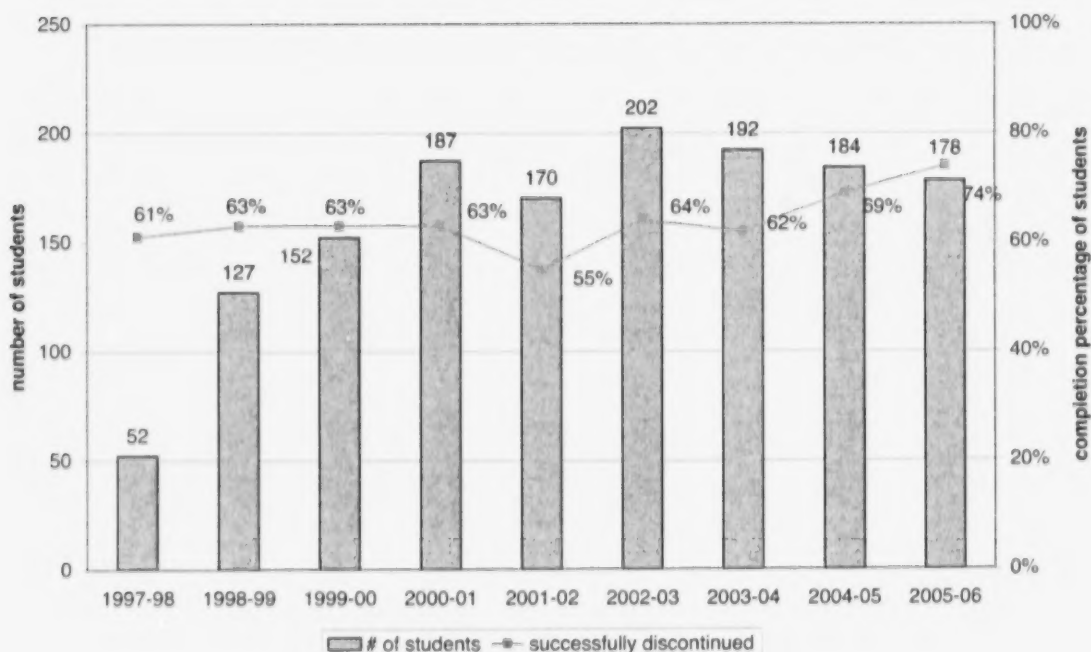


Reading Recovery™ and Achievement Tests

The Department of Education provides Yukon Achievement Test (YAT) results to the Reading Recovery™ Centre for students who have been through the program in previous years. The Centre uses the data to help monitor these students' success once they have been discontinued from Reading Recovery.

Achievement Test results for all Reading Recovery™ students are presented in the following chart for Language Arts and Math 3. Further reporting on the Achievement Tests is continued later in this report.

**# of Students in Reading Recovery Program
and completion figures**



(Figure 5a) Source: Reading Recovery™ Report 2004-2005
Department of Education



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**Yukon Achievement Test - Language Arts and Mathematics 3
Reading Recovery Student Results - Average Score**

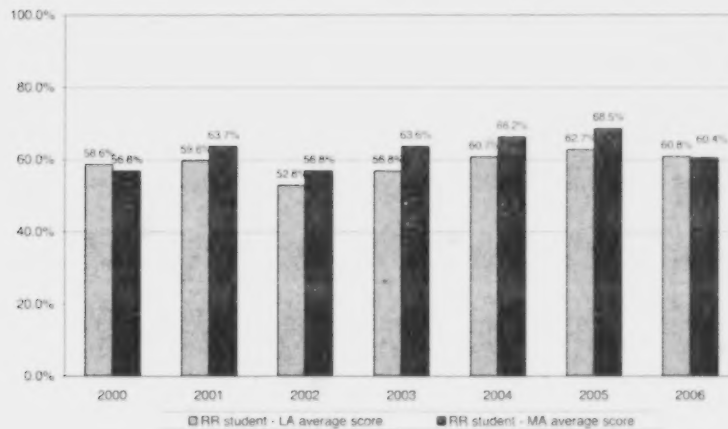


Figure 5b1 Source: Department of Education

For further information about the Reading Recovery™ Program, you may obtain a copy of the Yukon Education Reading Recovery™ Report 2005-2006 from the Department of Education.

Experiential Education

Experiential education includes practical, hands-on experience as part of the learning process, whether in the classroom, school yard, at study sites further away with overnight camping or, national and international travel. Research has shown that most students benefit significantly from this learning method and context. As is well known, traditional First Nations learning style was almost entirely experiential and predominately out-of-doors.

Today many of our contemporary experiential education programs include outdoor pursuits as elements of core curriculum and actively include experiential methods in the classroom and out-of-doors. Well-designed and well-delivered experiential education programs enhance students' comprehension of key concepts, improve their level of achievement and help promote healthy lifestyles in an integrated fashion. This appears to be the case for students with a variety of learning styles and abilities. The Public Schools Branch recognizes Yukon's success with innovative experiential programs such as ACES (Achievement, Challenge, Environment, Service), MAD (Music, Art and Drama), SASE (Science and Socials Experiential), ES (Experiential Science), OPES (Outdoor Pursuits Experiential Science) and PASE (Plein Air et Sciences Expérientielles).

The enhancement of experiential education learning opportunities, in schools and in outdoor settings, is a major focus for the First Nation Programs and Partnership Unit recently formed within the Department of Education. Specific grade five and grade twelve First Nations curriculum material is being developed and the capacity to deliver outdoor education programming with camp experience enhanced.



In addition, the Branch sees the value of integrating experiential learning approaches into standard course curricula. Many educators use components of experiential education as a matter of course, but the branch is actively encouraging the expansion of this approach through ongoing teacher education, and by providing opportunities to integrate curriculum delivery. During the 2005-2006 school year, the Public Schools Branch:

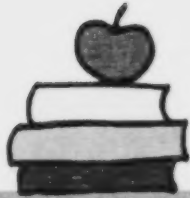
- The Department of Education continues to underwrite the cost of Wilderness First Aid certification to comply with Risk Management Policy
- Helped the MAD program tour Yukon with their lifestyle theatre presentation and travels and tour the presentation to Vancouver
- Continued support of the FEAST program with nutritional planning, food preparation and menu management at FH Collins
- A new foods preparation and menu management program has opened at Porter Creek High school in the new cafeteria
- Promoted the inclusion of public school students in First Nations culture camp activities, for instance the Simpson Creek camp near Watson Lake schools
- Integrated traditional First Nations outdoor activities such as trapping at Ross River
- Introduced archeological research methods with onsite digs to the Grade six class at Robert Service School
- Provide continued support for traditional school activities such as the Bison hunt at Elijah Smith School and Hidden Valley School
- Three additional, school Bison hunts were facilitated by the Department of Education in 2005/2006
- A new Experiential Education program has been initiated at Elijah Smith School for all grade sevens
- Ongoing planning with St. Elias Community School, Haines Junction, for a grade 9/10 experiential program
- Supported travel to the Dominican Republic and the battlefield tour of Europe

Teen Parent Program

The Teen Parent Program operates from the Teen Parent Centre in Whitehorse. The purpose is to provide flexible education and support to pregnant teens and teen parents so that they can finish high school. The program teaches students how to care for their children, plan and prepare healthy meals, manage their money, and plan their futures. The program also provides daycare, counseling services, transportation and health guidance. Staff at the Teen Parent Centre in 2005-2006 include 2 FTEs (1 teacher and 1 remedial tutor) hired by the Department of Education and 3 FTEs (daycare staff) placed by the Teen Parent Society; serving approximately 15 families.

Youth Offenders

The Youth Offender Program is designed to ensure that incarcerated youth continue to have access to educational opportunities. One teacher provides educational instruction and life skills training for individuals at the Young Offenders Facility.



Yukon First Nation Languages and Second Languages

The Public Schools Branch offers a number of second language options for students. During 2005-2006, through various schools, the branch provided language courses and programs as per Tables 1 and 2 below. The branch was also involved in several additional Yukon First Nation languages initiatives:

- * In partnership with the YCCOE (CYFN), established the YFN Education Advisory Committee of which 14 seats are available to all Yukon First Nation communities. This committee provides support, advice and guidance to the Department of Education on matters related to First Nation education. This committee examines issues around language programs in Yukon schools and will continue to provide advice and guidance as to how to improve the language programs in Yukon schools.
- * Provided \$352,000 through a contribution agreement with the Council for Yukon First Nations to provide for curriculum development and teacher training for Yukon First Nation second language programs
- * Provides 6.3 FTE. (\$498,834) positions to support the work of the Yukon Native language centers
- * Provided \$2,195,993 for the salaries of 34.75 FTE Yukon First Nation language teachers, including trainees
- * Provided professional development for Yukon First Nation language teachers and continued to provide direct and indirect support to First Nation language teachers throughout the Yukon
- * Provided financial and technical support directly to Yukon First Nations on request, to complete the development of First Nation determined curriculum resource materials to help raise the level of First Nations content and perspectives taught in Yukon schools
- * Staffed two First Nation consultant positions whose role is to provide First Nation culture and language curriculum delivery support to all Yukon teachers and to local First Nation communities as requested. The two curriculum positions are able to coordinate the development of Yukon wide and FN specific curriculum projects, including a framework to assist individual YFN communities in partnership with local schools in developing a specific comprehensive language curriculum. The goal of the framework is to have a sequential program that is progressive with each grade level. The program is geared to take a learner from becoming a non-speaker to a speaker with communicative proficiency in the language.
- * Staff will continue to assist in the development of local culture and language K-12 programs of study that will assist in the teaching of the local Yukon First Nation languages which will assist other local First Nation communities in their future curriculum development initiatives.
- * New curriculum support materials will reflect Yukon First Nation content and perspectives and ways of knowing. The curriculum framework and models produced are based on research that examined: the Ontario Native Languages Curriculum; Alberta Learning's Cree Language Curriculum; British Columbia's Second Language Curriculum; the Western and Northern Canadian Protocol Common Curriculum Framework for Aboriginal Cultures and Languages: K-12; and the Dene Kede Curriculum from Northwest Territories.



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School	Community	Language Programming
Carcross Community School	Carcross	FSL
Tantalus School	Carmacks	FSL
Robert Service School	Dawson City	FSL
Del Van Gorder School	Faro	FSL
St. Elias Community School	Haines Junction	FSL
JV Clark School	Mayo	FSL
Johnson Elementary School	Watson Lake	FSL
Watson Lake Secondary School	Watson Lake	FSL
All elementary schools	Whitehorse	FSL
FH Collins Secondary School	Whitehorse	FSL, French Immersion, Spanish
Porter Creek Secondary School	Whitehorse	FSL, German
Vanier Catholic Secondary School	Whitehorse	FSL, Spanish
Whitehorse Elementary School	Whitehorse	FSL, French Immersion

Table 1: European Languages 2005-2006 • Source: Department of Education
 Note: FSL refers to French as a Second Language Program

School	Community	First Nation Language Programming
Nelna Bessie John School *	Beaver Creek	Northern Tutchone
Carcross Community School	Carcross	Tlingit
Tantalus School	Carmacks	Northern Tutchone
Robert Service School	Dawson City	Hän
St. Elias Community School	Haines Junction	Southern Tutchone
JV Clark School	Mayo	Northern Tutchone
Chief Zzeh Gittlit School	Old Crow	Gwich'in
Eliza Van Bibber School	Pelly Crossing	Northern Tutchone
Ross River School	Ross River	Kaska
Teslin School	Teslin	Tlingit
Johnson Elementary School	Watson Lake	Kaska
Watson Lake Secondary School	Watson Lake	Kaska
Elijah Smith Elementary School	Whitehorse	Southern Tutchone
FH Collins Secondary School	Whitehorse	Southern Tutchone, Gwich'in
Hidden Valley Elementary School	Whitehorse	Southern Tutchone
Porter Creek Secondary School	Whitehorse	Southern Tutchone
Selkirk Elementary School	Whitehorse	Southern Tutchone
Takhini Elementary School	Whitehorse	Southern Tutchone
Whitehorse Elementary School	Whitehorse	Southern Tutchone

Table 2: First Nation Languages 2005-2006 • Source: Yukon Native Language Centre



Special Education

The "Special Programs Services Handbook of Procedures and Guidelines" states that the learning environment in Yukon is inclusive and holds that 'all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education'.

Students who are identified as having special needs are entitled to have an Individualized Education Plan (IEP) developed for them. Approximately 13% of the student population is on an IEP for some part of their educational program.

Additional supports are identified through the IEP process. Depending on the needs of the student, these supports may include but are not limited to adaptive technology (hardware and software accommodations, listening devices, Braille equipment, etc), school and classroom accessibility (ramps, washroom/changing facilities, lifting devices, lighting, seating) seating supports, feeding support, as well as additional paraprofessional and consultative professional assistance as needed. As part of an IEP, students may be assigned an Educational Assistant (EA) who works with the student on a daily basis to help them meet identified goals and/or for self care responsibilities. There are currently 109 Education Assistants working in the Yukon school system.

Although additional staff positions were approved in the Special Programs Division, these were unable to be filled with qualified staff during this school year. This reflects the shortage of qualified staff that exists in all areas of the country. For the 2005-2006 school year, Special Programs had the following positions: Coordinator of Special Programs, 3.2 FTE school psychologists, 3 speech/language pathologists, 1 special education consultant, 1 physical therapist and an occupational therapist as well as contracted services for support for students with visual or hearing impairments. These consultants provided support through school and classroom visits, assessment and programming recommendations through meetings with parents, school-based staff and other relevant support services.

The majority of students have their needs addressed in the regular classroom. However, when it is appropriate, the Public Schools Branch provides separate settings for some students. Students placed in the Shared Resource Program require a highly specialized curriculum that cannot be delivered in the regular classroom setting.

There are three types of shared resource programs:

- *Life Skills Programs:* Students recommended for these programs have pronounced cognitive deficits which make programming for them a challenge. These students' highest priority needs are in the areas of functional life skills.
- *Behavioural Intervention Programs:* Students recommended for these programs have severe behaviour disorders and/or severe social/emotional disturbances
- *Multi-needs Programs:* Students recommended for these programs have severe and/or multiple handicaps.



In the 2005-2006 school year, the branch delivered the following Shared Resource Programs:

Life Skills

- Takhini Elementary School (intermediate aged students)
- Jack Hulland Elementary School (intermediate aged students)
- Vanier Catholic Secondary School (secondary aged students)
- F.H. Collins Secondary School (secondary aged students)
- Porter Creek Secondary (secondary aged students)

Behavioural Intervention

- Jack Hulland Elementary School (intermediate age students)
- Riverfront Shared Resource Program (off campus program for secondary age students administered by Vanier Catholic Secondary)
- Young Offenders Facility/Outreach at the Youth Achievement Centre – (teacher supported programming for youth in closed custody and outreach students, administered by Vanier Catholic Secondary)

Multi-needs

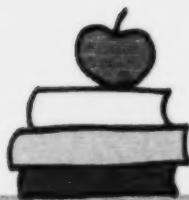
- Selkirk Elementary School (elementary age students)

Special Programs continue to offer training to school-based teachers on the Wilson Reading Program. The Wilson Reading System specifically addresses the learning style of students with a language based learning disability; however, it is beneficial to any student lacking basic reading and spelling skills.

The Wilson Reading System is a highly successful, research-based, multi-sensory reading and writing program that directly teaches the structure of words in the English language so that students master the coding system for reading and spelling.

In the past few years, the Department of Education has partnered with Learning Disabilities Association of the Yukon (LDAY) and Yukon Teachers' Association (YTA) to train teachers in the use of the Wilson Reading System. Overview workshops to present basic principles of the Wilson Reading System were held in 2000 and 2003, each attended by 30 teachers and LDAY tutors. In November 2004, another 30 teachers attended an overview session and 20 teachers went on to train at the Level 1.

The certification program includes coursework as well as supervised work with a student for a minimum of sixty (60) lessons of instruction during Level I training, and one hundred (100) lessons plus 20 seminar hours for Level II training. A certified Wilson Trainer observes lessons and provides feedback to the teacher.



The following schools have teachers who have completed Level 1 training during the 2005-2006 school year:

Elementary Schools: Christ the King, Holy Family, Golden Horn, Jack Hulland, Selkirk and Whitehorse Elementary

Secondary Schools: Vanier Catholic and Porter Creek Secondary

Rural Schools: Johnson Elementary in Watson Lake, Robert Service School in Dawson, Del Van Gorder School in Faro

Students on Individualized Education Plans (IEPs)

Students with exceptional educational needs are entitled to Individualized Education Plans (IEPs). These plans guide the students' activities in school. They also describe the program modifications developed for the students and the services that are to be provided to the students. IEPs must cover:

- The strengths and needs of the student
- Long-term or annual goals
- Short-term goals or specific behavioural objectives
- Suggested instructional materials, methods and strategies including required adaptations and assessment methods
- Persons responsible for the implementation of the IEP, including parents
- The period of time and process for review of the IEP
- Parents' written, informed consent for implementation

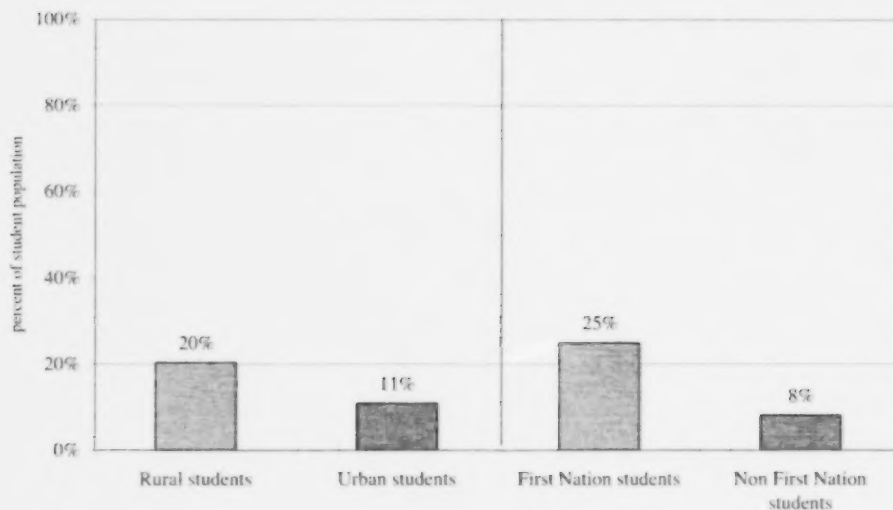
IEPs are developed by an IEP team consisting of the student (where appropriate), the parent(s) or legal guardian(s), the student's teacher, other school support staff (such as Educational Assistants) and relevant personnel from the Department of Education. With the parent's approval and the concurrence of the school principal, other persons may be added to the IEP team such as physician, social worker, advocate, etc.

The distribution of students on IEPs varies considerably between Whitehorse and rural Yukon communities. Notable are the following:

- From a territorial perspective, there were 694, or 13.5% of Yukon students identified as on an IEP as of May 2006
- Figure 6 indicates 20% of all rural students are on IEPs, and 11% of all urban students are on IEPs
- Figure 6 also indicates that 25% of all First Nation Yukon students were on IEPs, whereas 8% of all non-First Nation Yukon students were on IEPs
- Together, these figures indicate that a significant amount of the resources of the Special Programs Division are dedicated to the identified educational needs of rural Yukon students and of First Nation students



Yukon Students on IEP's
Rural and Urban/First Nation and non-First Nation
2005-2006 School Year



(Figure 6) Source: Department of Education

Francophone Education

The Yukon Francophone School Board (YFSB) #23 offers education services to enhance the personal growth and cultural identity of the territory's Francophone learners. Formed in 1996, it is Yukon's only school board. It operates under the authority of the Minister of Education and has a mandate to provide French First Language (FFL) educational services for the Yukon.

Under direction from a Board of Trustees made up of five elected members chosen from Yukon's Francophone community, YFSB administers École Émilie-Tremblay, the territory's only French first-language school. The YFSB is also mandated to support FFL program requests anywhere in the territory where sufficient numbers warrant the service. At present, FFL is offered as a program in Whitehorse and some French as a Second Language program enrichment services are offered in Dawson City.

In 2005-2006, an average of 110 students attended École Émilie-Tremblay under the guidance of 11 teachers and three educational assistants. During 2005-2006, the Francophone school board pursued a number of initiatives to support French First-Language education in Yukon:



The following is the report of the Yukon Francophone School Board for the 2005-2006 school year

1. School programs and services: The school board provides human and material resources to ensure high quality programs at all levels. It provides cultural enrichment to students by integrating elements of the French culture in the school environment through the "Animation culturelle" program. It promotes FFL and other programs supporting bilingualism.

During the 2005-2006 the administration time allocation for the principal was increased. It maintains a high level of achievement in all core subject areas as measured by standardized tests. It provides students with a selection of interesting and useful optional subjects. It supports the establishment of full time Kindergarten after last year's pilot project.

In 2005-2006 the school board took over the responsibility of the Jardin d'Émilie pre-school program. The school board negotiated with the Department of Education for the acceptance of this program as a permanent school program at ÉÉT with recognition of pre-school teachers as bona fide teachers including full YTA membership and benefits. Also, the board took over the "Programme parascolaire" and provided structured educational and recreational after school activities throughout the year.

The board continues to maintain the tutoring program and it secured financing for this program in 06-07. The board re-organized and expanded the Dawson project in collaboration with the DOE (Programme des moniteurs) to offer French program support to approximately 13 students at Robert Service School.

2. Community: During 2005-2006 the board has maintained close relationships with the Francophone community and contributed resources or organizational support for collaborative projects (SOFA, AFY, Essentielles, Garderie, Espoir Jeunesse, PCÉ)

3. Department of Education: The board capitalized on the services offered by the government infrastructure for the benefit of the school community. (Maintenance, transport, payroll and benefits, technology support, bursaries and grants, curriculum support, teachers' resource center, psychological assessments and other specialized student services.)

The board secured a new 5 year contribution agreement with increased funding to continue the existing programs (Jardin d'Émilie, Animation culturelle, parascolaire, TAM, Multimédia, Boules de feu, oversea travels and student's exchange programs) and to provide an opportunity for further enrichment of programming during the term of the Bilateral Agreement. Additional funding was secured to finance a study to identify the components of a new and innovative secondary level program that will increase the retention of students at ÉÉT.

4. Relationship with the FFL educational network: In 05-06, the CSFY continued supporting national projects and initiatives that promote French education which will benefit the Yukon.



- FNCSF:** (Fédération nationale des conseils scolaires francophones) This is a national organization of French School Councils. This association is the official representative of all francophone school councils and boards across Canada where French is a minority. It has direct access to funding from Ottawa and is involved in projects with potential benefit for all minority schools: promotion, early childhood education, school curriculum and pedagogical excellence.
- ACELF:** (L'Association Canadienne de l'éducation en langue française.) This organization sponsored our student exchange program with École Saint-George in Manitoba last spring. It also offers a summer institute for professional development of French teachers. Last year the CSFY signed, for the first time, an agreement with l'ACELF and the Université de Sherbrooke for the placement of 2 practicum students at ÉÉT.
- ADÉON:** (L'Association des directions générales de l'Ouest et du Nord). This association represents French superintendents from Western Canada and the Territories who share the same basic curricula (Western Consortium). Besides curricula, it is presently involved in 3 major collaborative projects; "Le passeport francophone", an initiative from BC aimed at teenagers to encourage them to become more involved in French culture; "S.O.S. devoirs", a project to provide after school on-line tutoring to students; "Transformation pédagogique" is another initiative from BC to involve all Western Provinces in a consortium of best educational practices and an exploration of "Voice over IP" to provide inter provincial francophone student interaction.

The enrolment of students at the preschool level at ÉÉT has gradually increased but as we have come to realize, this does not mean that we will retain all these students in our system until High School graduation. We know that retaining our students beyond the elementary level is a challenge. This concern is also now shared by most Canadian communities where small secondary schools are in close proximity to larger Anglophone high schools.

The reasons that motivate adolescent students to want to move to larger schools are very similar everywhere. Many seek an environment that promises more opportunities in terms of optional courses, extra curricular activities, larger, more competitive sporting groups, or simply more friends.

However, at the same time, for some students, the smaller school still offers more advantages because of its familial and warm environment and the unique potential it has to nurture, to support and to care for them. These students realize that their small school is the only school that provides the possibility of becoming perfectly bilingual and to prepare them for entrance in the widest choice of post secondary institutions. These students may be perfectly well adjusted to their environment and fill their social needs through participation in out of school sporting or other group activities.

While many parents understand that there is an "added value" to the French school, it is often very difficult to transfer this appreciation to adolescents. The CSFY is aware of this, and has been exploring ways to turn this around. Since last spring we have been working on an action plan with the objective of increasing the retention of our high school students.



The results of our students on standardized tests continue to reflect the commitment and dedication of the teachers. The FFL program is producing perfectly bilingual graduates with proven success in post secondary institutions across Canada.

We benefit from the support of our community and our partners in Education who understand our mission and with whom we work on collaborative projects.

We have been negotiating with the Department of Education for a new Framework Agreement which, once signed, will redefine our relationship with the Yukon Government and provide us with more autonomy.

We are actively involved with influential associations with initiatives that support excellence in education and the self actualization of French communities. Therefore, despite our challenges we remain confident and we look ahead to the academic year with much enthusiasm.





Student Achievement Statistics and Educational Indicators

Introduction

This report provides information that relates to assessments mandated by the Department of Education. It does not cover the many other important methods of assessment that exist in Yukon schools. These other methods of assessment range from self-evaluation to teacher observations, and from highly subjective methods to highly objective methods of assessment.

The Department of Education mandates various assessments to monitor the performance of students in key academic areas and at key transitions in students' educational experiences. As well, the Department of Education uses the results of these assessments as indicators of the education system's performance. While indicators can show trends and raise interesting questions, they cannot alone provide explanations or conclusions. Additional research will always be required to diagnose the cause of problems and to assess solutions.

The performance indicators presented in this report are designed to give a picture of how students are achieving for the report year, over time, and in comparison with other jurisdictions.

Student Assessment Plan for the 2005-2006 School Year

In keeping with school systems across Canada, the Department of Education mandates certain assessment programs aimed at providing objective, system-wide measures of achievement and growth. The results from these assessments assist the Department of Education in renewing curriculum and in planning professional development for educators. As well, test results provide educators with valuable information that can be used to improve student learning. The Department of Education also provides additional assessment resources for use by schools at their discretion.

Beginning with the 1999-2000 school year, Yukon schools implemented a new assessment plan. This plan represents a comprehensive testing strategy that provides an effective evaluation of students' learning in the two key areas: numeracy and literacy. Students are assessed at important transition points in their school career: the completion of primary, intermediate, junior and secondary grades. This testing focuses on the Yukon curriculum and therefore is based on what should have been taught and learned.

The Student Assessment Plan also makes it possible for the Public Schools Branch to meet its public accountability obligations by monitoring and reporting on the implementation of the curriculum and student learning. The information provided by the plan's comprehensive package of testing also enables the branch to guide changes to curricula.



For the 2005-2006 school year, the following assessments were mandated:

Assessment Program	Grades Involved
Yukon Achievement Tests (YAT) Math and Language Arts	Grades 3, 6 and 9
BC Provincial Exams (BCPE)	Grades 10, 11 and 12
Language Proficiency Index (LPI)	Grades 11 and 12

Yukon Achievement Standards

In August 1994, the Deputy Minister of Education established the standard for student achievement on mandated assessments. This standard, still in effect today, indicates that 85 per cent of students should demonstrate *Successful Performance* (i.e. achieving 50% or better) and 20 per cent of students should demonstrate *Excellent Performance* (i.e. achieving 80% or better). Several of the figures in this section provide information that allows the reader to determine how well students have performed against the standard. Each figure contains the following:

- a) A bold line indicating the target of 85 per cent of students demonstrating *Successful Performance*
- b) A dotted line indicating the target of 20 per cent of students demonstrating *Excellent Performance*
- c) A bar indicating success
- d) A bar indicating excellence

Achievement in Mathematics and Language Arts - A Grade 3, 6 and 9 Overview

The Public Schools Branch is continuing to focus its curricular attention to the areas of numeracy and literacy. Figures 8 and 9 provide objective information related to mandated assessments in the areas of Mathematics and Language Arts in grades 3, 6, 9, 10 and 12. The figures detail student performance in terms of the Yukon achievement standard outlined above.

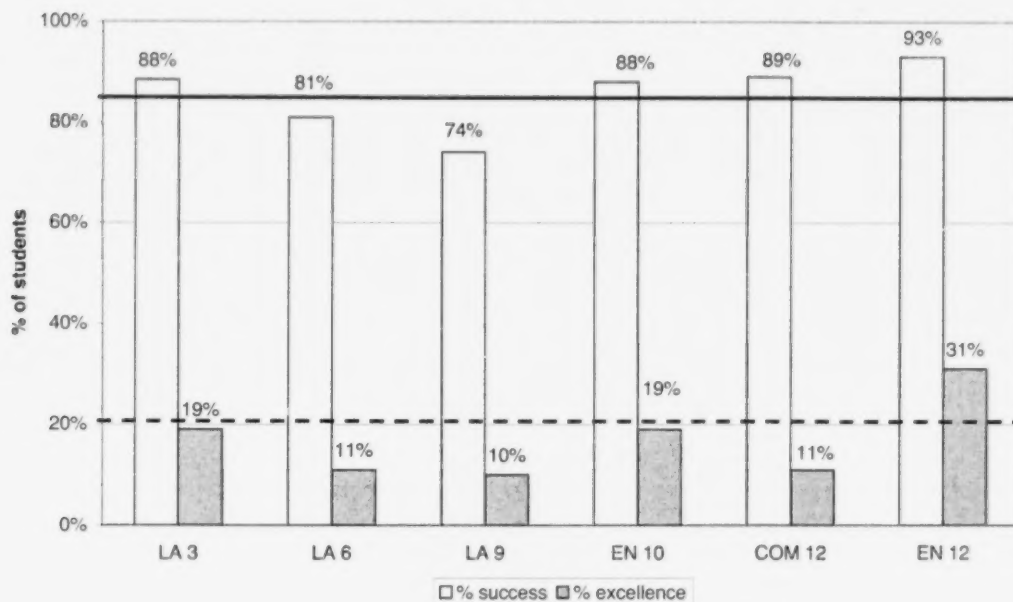
Students were slightly below the target standard of *Successful* performance in Language Arts in Grades 6 and 9, as well as Mathematics in Grades 6 and 9. Students exceeded the standard of *Excellent* performance in Mathematics at Grades 3, 6 and 9. Students in Grade 3, 6 and 9 failed to meet the *Excellence* standard in Language Arts.

Students in Grade 10 and 12 exceeded the *Successful* performance standard in Language Arts (Communications and English), but failed to reach the *Successful* performance standard in Mathematics 10 and 12. As well, students attained the *Excellence* standard in English 12.



It should be noted that, since 2000-2001, results for Grades 3, 6 and 9 have improved in Mathematics between 4 per cent and 9 per cent over the last several years, and in Language Arts, improvement has ranged from 0 per cent to 6 per cent (see average score charts in grade specific highlights sections).

Achievement in Language Arts 2005-2006 (grades 3, 6, 9, 10 and 12)



(Figure B) Source: Department of Education
 Success is defined as achieving a score of 50%-100%.
 Excellence is defined as achieving a score of 80%-100%.
 LA means Language Arts; COM means Communications; EN means English



Achievement in Mathematics 2005-2006
(grades 3, 6, 9, 10 and 12)

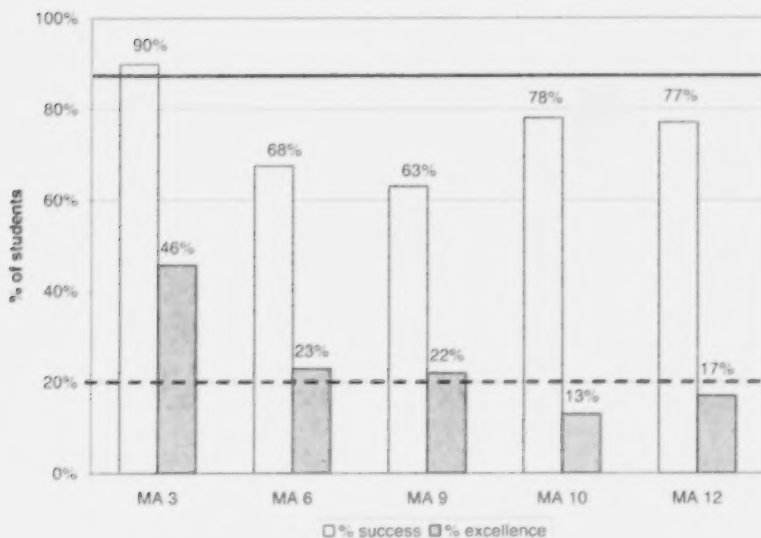


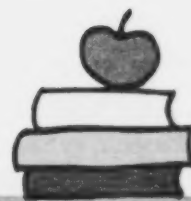
Figure 8 Source: Department of Education

Yukon Achievement Tests (YAT)

The Yukon Achievement Tests are curriculum-referenced tests based on the Western and Northern Canadian Protocol (WNCP) common curriculum framework in Mathematics and Language Arts. As Yukon is a participating member in WNCP, this allows us to utilize these Alberta based tests, and to make comparisons to Alberta results. Yukon students are expected to write the Yukon Achievement Tests at the end of Grade 3 and 6. The Math 9 and English 9 tests are written at the end of the course (i.e. semester or year end) and count as 25% towards the student's final mark for the course. The key purposes of the assessment (using the Yukon Achievement Tests) of student learning against curriculum based standards are:

- To determine if students are learning what they are expected to learn
- To report to Yukoners how well students have achieved territorial standards at given points in their schooling
- To assist schools and the territory in monitoring and improving student learning

To better understand the results presented in this section, please refer to the *Guidelines for Interpreting Yukon Achievement Test Results* at the end of this report (Appendix 3).



Achievement Test Reporting

Several levels of reports are provided to schools for the Yukon Achievement Tests. The first report is a school level summary, which provides the aggregate results of the school in comparison to Yukon as a whole, as well as Alberta results. The second report is a student listing, reporting all students' results in that particular school. Finally, the Individual Student Profile reports on a single student's results. A copy of this last report is placed in the student's permanent record, and is available for parents to view along with the teacher.

In early October, Curriculum Coordinators provide schools with test item analysis information, and may follow up with meetings and in-servicing either where they feel it is warranted or as requested by schools.

As well, additional reports are produced containing further breakdowns of rural/urban, and First Nation/non-First Nation results, as well as looking at cohorts of students who wrote this past year that also wrote three years ago in an earlier grade, and their performance as a group. This information is contained in this report.

Lastly, where number of students writing permits, individual school-based results are presented in Appendix 4, at the end of this report.

Grade 3 Highlights

Participation:

All Grade 3 Yukon students are expected to participate in the YAT testing. A small number of students, who may not benefit from the testing may be exempted by the school. The decision to exempt a student is made by the school administration in consultation with the parents, teacher and other members of the school-based team involved in providing care to the student.

Math: In Grade 3 Mathematics, 267 students, or 84.8%, wrote the test. This participation is down slightly from last year, and on par with the past few years. This is also slightly lower than Alberta's participation, which has ranged from 90% to 93% in the previous five years. The number of students exempted in 2006 from the Math test remained the same as the previous year at 42 students.

Language Arts: In Grade 3 Language Arts, 258 students, or 82%, wrote the test. This participation is down slightly from 2005, when it stood at 84%. This is also lower than Alberta's participation, which has ranged from 90% to 93% in the previous five years. The number of students exempted in 2006 from the Language Arts dropped to 48 students, down from 51 students in 2005.



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Yukon Achievement Tests
Mathematics 3 Participation

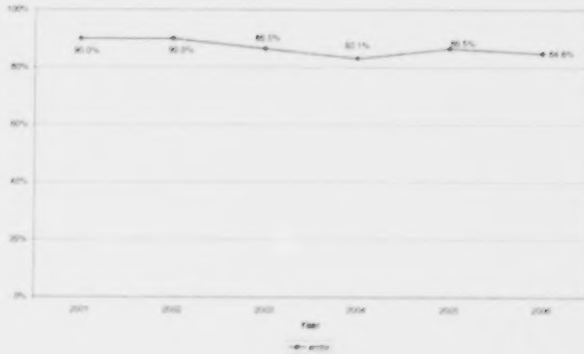


Figure 11a Source: Department of Education

Yukon Achievement Tests
English Language Arts 3 Participation

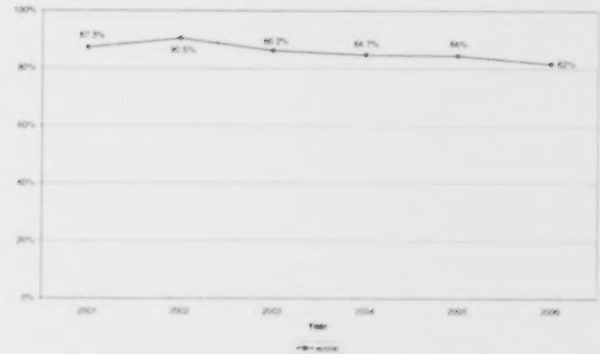


Figure 11a Source: Department of Education

Yukon Achievement Tests
Mathematics 3 Participation

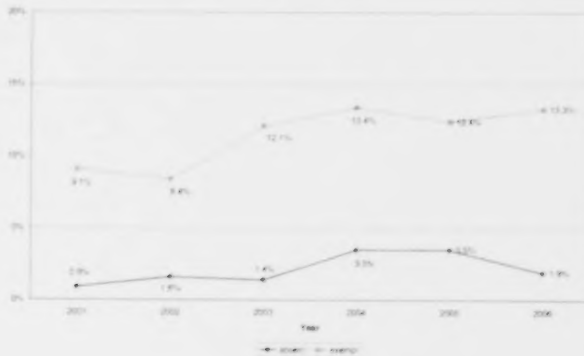


Figure 11b Source: Department of Education

Yukon Achievement Tests
English Language Arts 3 Participation

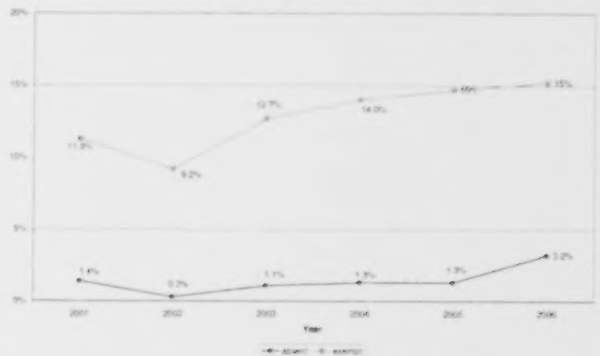


Figure 11b Source: Department of Education

Trend Analysis:

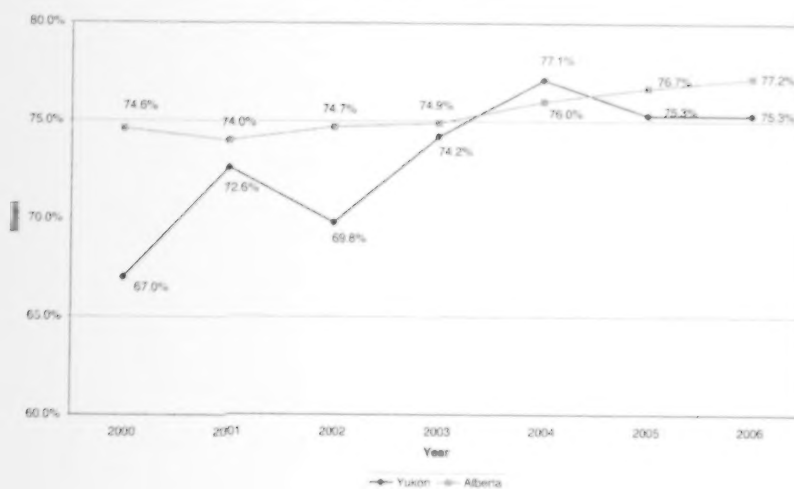
Math: In Mathematics 3, the Yukon aggregate average score has leveled out over the last few years, after rising sharply in the first few years of administration. The average score for 2006 was 75.3%, the same as it was in 2005. The Alberta aggregate average score has remained fairly constant over the same period at around 76%. The Yukon score of 75.3% in 2006 is slightly lower than the Alberta average of 77.2% for the same year.

Language Arts: In Language Arts 3, the trend in the Yukon aggregate average score has also remained fairly stable over the last four years at around 67%. The Yukon average score for 2006 of 67.1% was down slightly from the 2005 score of 68.6%. The Alberta aggregate average score has remained fairly constant over the last five years at around 70%.



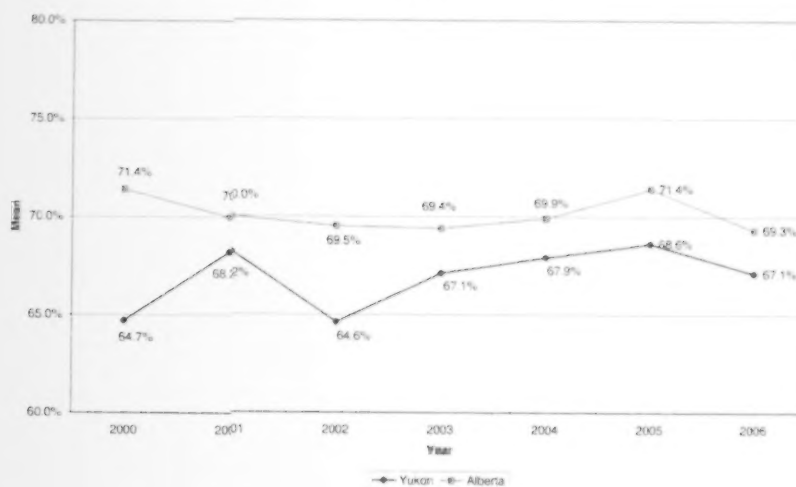
Comparison of Averages:

**Yukon Achievement Tests
Mathematics 3 Average Scores**



(Figure 12a) Source: Department of Education

**Yukon Achievement Tests
English Language Arts 3 Average Scores**



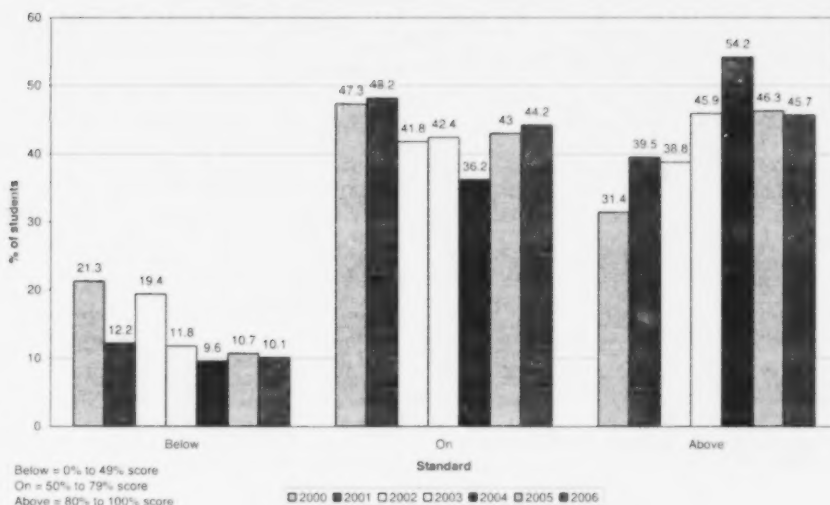
(Figure 12b) Source: Department of Education



Distribution:

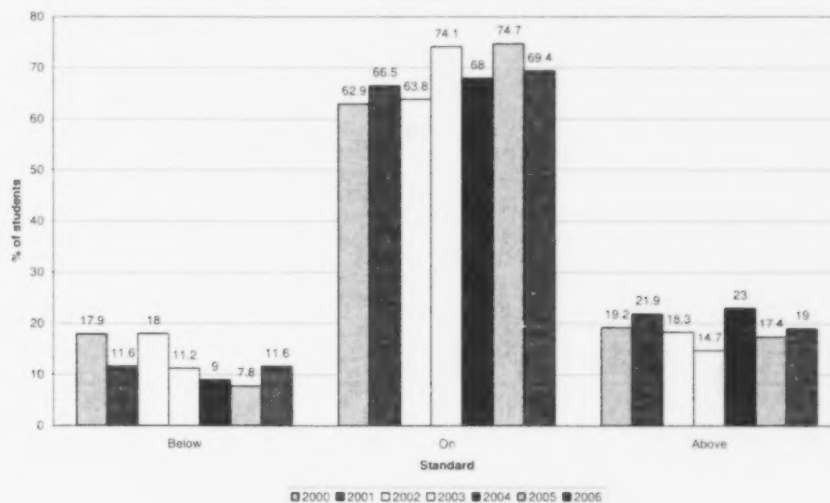
YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at Grade 9, and for the Grade 12 BC Provincial Exams. It indicates the percentage of students who achieved each of the levels of below standard (0% to 49%), on standard (50% to 79%), on standard (50% to 79%), and above standard (80% to 100%).

Yukon Achievement Tests
Math 3 - Yukon Distribution of Results



(Figure 13a) Source: Department of Education

Yukon Achievement Tests
Language Arts 3 - Yukon Distribution of Results



(Figure 13b) Source: Department of Education
Alberta distribution of results is not available, as their standards differ.



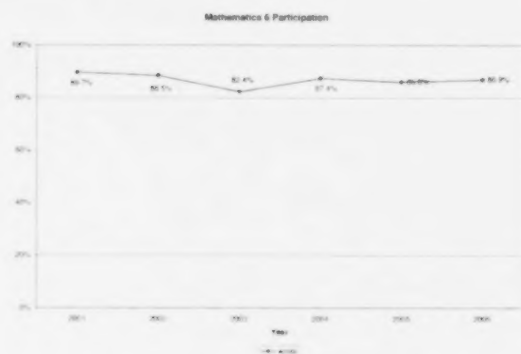
Grade 6 Highlights

Participation:

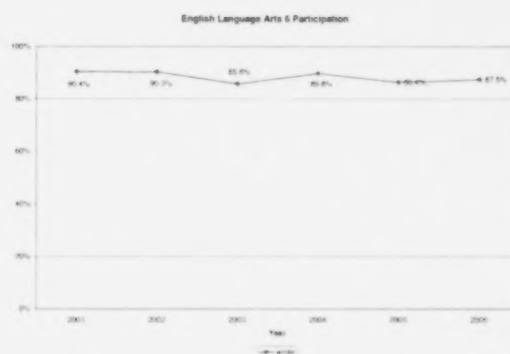
All Grade 6 Yukon students are expected to participate in the YAT testing. A small number of students, who may not benefit from the testing may be exempted by the school.

Math: In Grade 6 Mathematics, 319 students, or 86.9%, wrote the test. This participation is up slightly from the 2005 year figure of 86%. Yukon participation is below the Alberta rate of about 90%. The number of Yukon students exempted in 2006 from the Math test has dropped to 41 students, from 47 students in 2005.

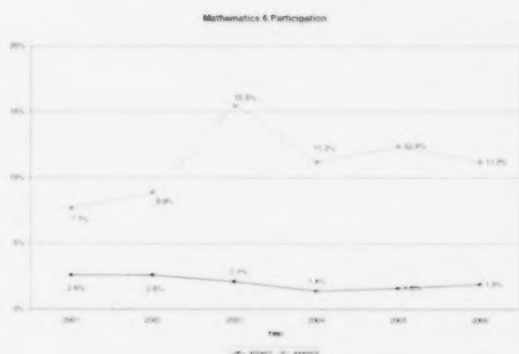
Language Arts: In Grade 6 Language Arts, 356 students, or 87.5%, wrote the test. This participation is higher than the 2005 year, when it stood at 86.4%. Yukon participation is below the Alberta rate of about 90%. The number of Yukon students exempted in 2005 from the Language Arts test has dropped to 42 students from 48 students in 2005.



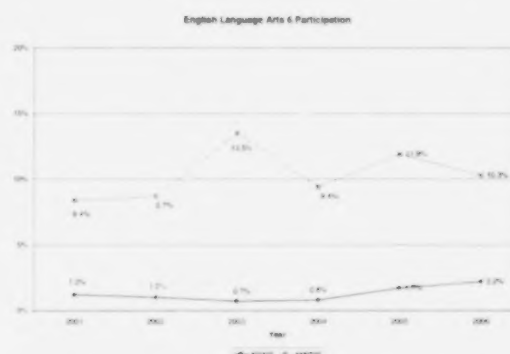
(Figure 13a) Source: Department of Education



(Figure 13b) Source: Department of Education



(Figure 13a) Source: Department of Education



(Figure 13b) Source: Department of Education

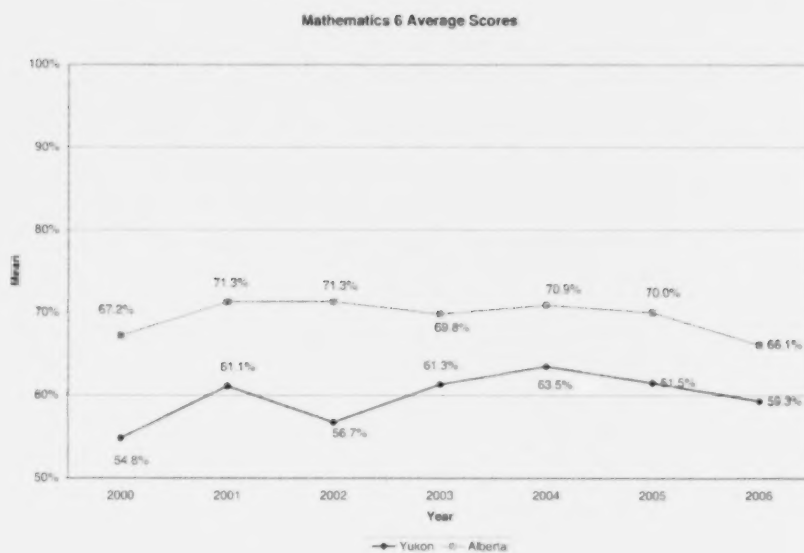


Trend Analysis:

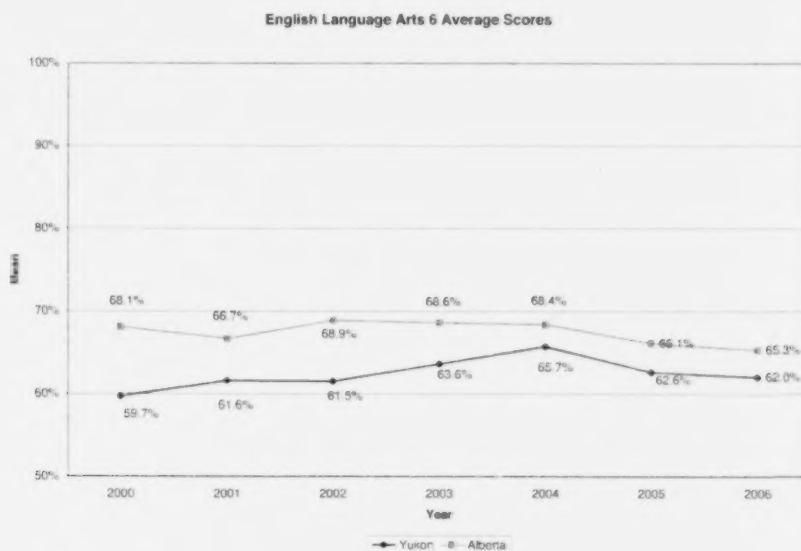
Math: In Mathematics 6, the Yukon aggregate average score has fluctuated steadily since the inception of the tests in 2000. The Yukon average score for 2006 has dropped slightly to 59.3% from the 2005 score of 61.5%. The Alberta aggregate average, although fairly stable at around 70% over the last 6 years, dropped dramatically to 66.1% in 2006, down from 70% in 2005.

Language Arts: In Language Arts 6, the Yukon aggregate average score for 2006 remained about the same as the previous year, at 62%. The Alberta aggregate average score has also shown a slight decrease from the previous year, and stood at 65.3% for 2006.

Comparison of Averages:



(Figure 16a) Source: Department of Education



(Figure 16b) Source: Department of Education



Distribution:

YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at Grade 9, and for the Grade 12 BC Provincial Exams. It indicates the percentage of students who achieved each of the levels of below standard (0% to 49%), on standard (50% to 79%), and above standard (80% to 100%).

Math 6 - Yukon Distribution of Results

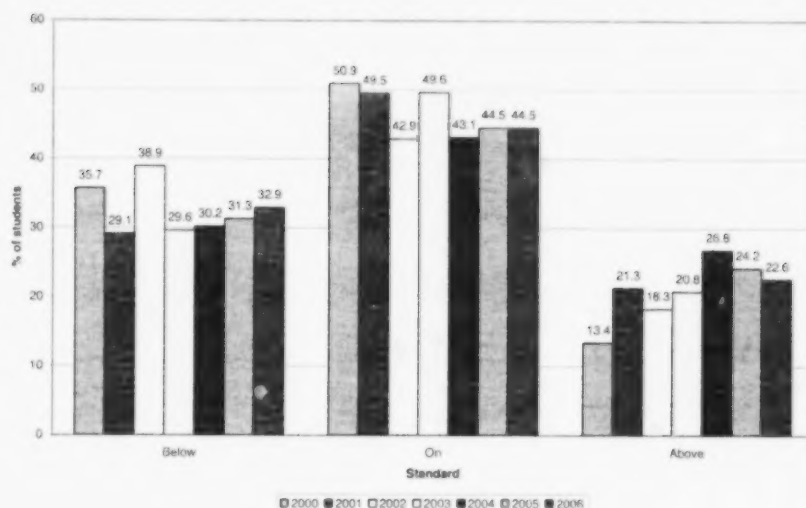


Figure 17a Source: Department of Education

Language Arts 6 - Yukon Distribution of Results

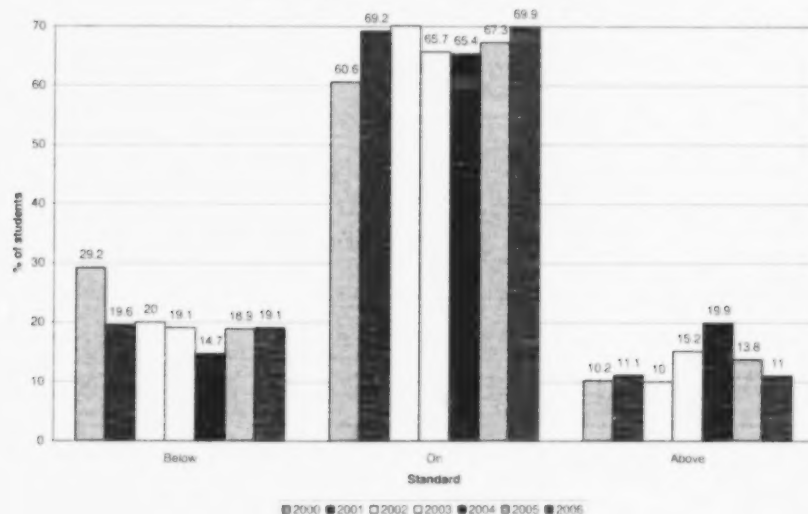


Figure 17b Source: Department of Education
Alberta distribution of results is not available as their standards differ from those of the Yukon.

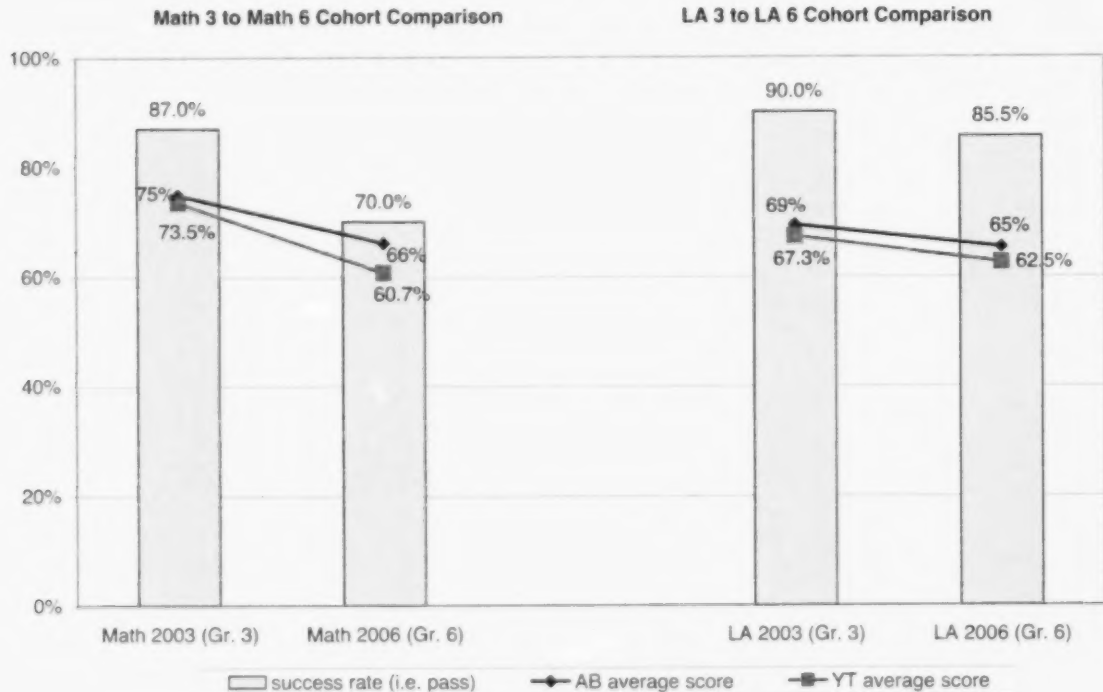


Cohort Comparisons

As this is the seventh year of Yukon students writing the Yukon Achievement Tests, we are able to continue to present results for the same group of students (as a cohort) who wrote both in 2003 and in 2006. These students would have participated in the Math 3 and Language Arts 3 tests in the fourth year of testing, and subsequently written the Grade 6 tests 3 years later. A similar comparison can be drawn between a Grade 6 cohort of students from 2003 and Grade 9 from 2006, and is detailed in the Grade 9 highlights section.

Generally, in both the Grade 3 and Grade 6 cohort comparisons, the results of these students dropped in both Math and Language Arts with their second participation in writing between 2003 and 2006, both in terms of average score and success rates.

Yukon Achievement Tests 2003 vs. 2006



(Figure 4.1a) Source: Department of Education



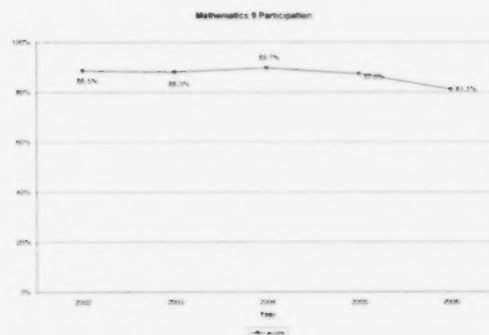
Grade 9 Highlights

Participation:

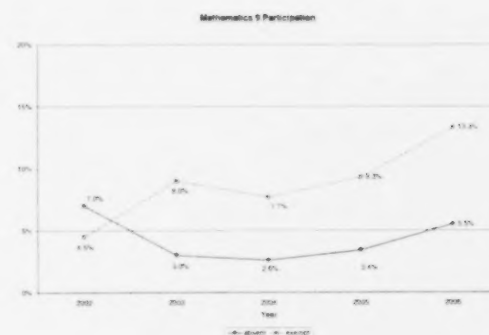
All Grade 9 Yukon students enrolled in Principles of Math 9 and English 9 are expected to participate in the YAT testing. For Math 9, this figure represents approximately 77% of the Grade 9 enrolment, as some students are enrolled in optional Math courses such as Essentials of Math. For English 9, all students are expected to write the test. A small number of students, who may not benefit from the testing may be exempted by the school.

Math: In Grade 9 Mathematics, 356 students, or 81.1%, wrote the test. This is down from 87.3% in 2005. Alberta participation rates are reported at about 87%. The number of Yukon students exempted in 2006 from the Math test rose to 55 students from 38 students in 2005. Exemption figures are not available prior to 2002, as a tracking system was not in place for exemptions at the Grade 9 level.

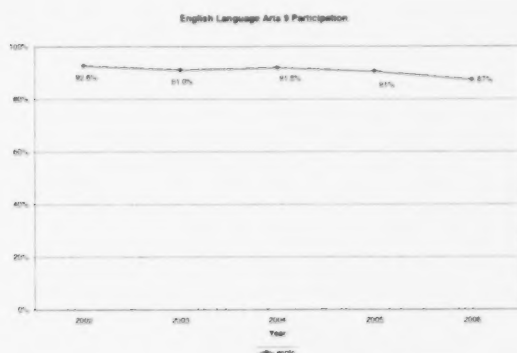
Language Arts: In Grade 9 Language Arts, 403 students, or 87%, wrote the test. This is down slightly from 91% in 2005. Alberta participation rates are reported at about 87%. The number of Yukon students exempted in 2006 from the Language Arts test has also rose to 43 students from 29 students in 2005. Exemption figures are not available prior to 2002, as a tracking system was not in place for exemptions at the Grade 9 level.



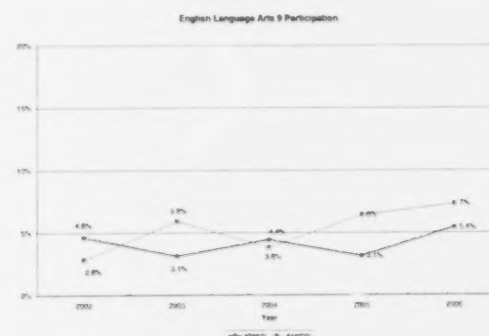
(Figure 18a) Source: Department of Education



(Figure 18b) Source: Department of Education



(Figure 19a) Source: Department of Education



(Figure 19b) Source: Department of Education

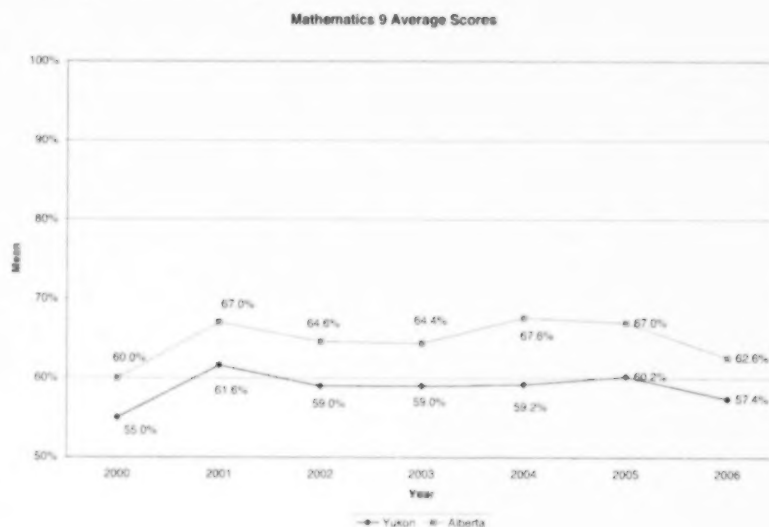


Trend Analysis:

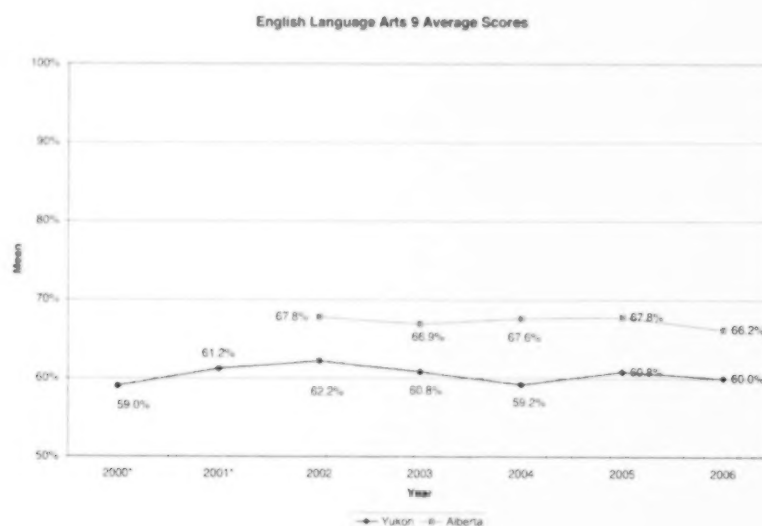
Math: The Yukon average score decreased for the first time in five years in 2006, down to 57.4% in 2006 from 60.2% in 2005. The Alberta aggregate average score has followed a similar trend as the Yukon score, dropping in 2006 to 62.6% from 67.0% in 2005.

Language Arts: In Language Arts 9, this is the fifth year that Yukon students wrote the Alberta test. Prior to that the English 9 test was locally developed. The Yukon score for Language Arts 9 in 2006 of 60%, remained about the same as it was in 2005 at 60.8%. The score for Alberta students in 2006 was 66.2%, and has remained steady for the last 5 years around that figure.

Comparison of Averages



(Figure 20a) Source: Department of Education



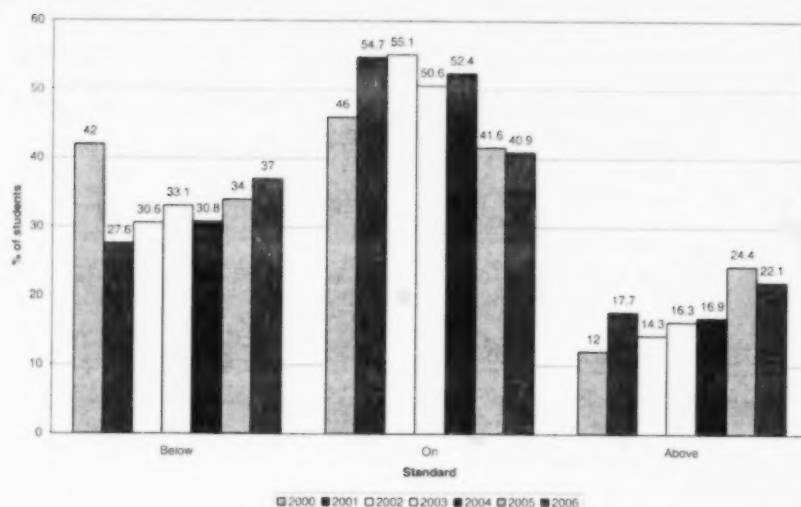
(Figure 20a) Source: Department of Education
 * 2000 was the first year for the Yukon's use of the Alberta HAT 9 test for Language Arts. Previous year's tests were locally developed; therefore comparisons to Alberta are unavailable for 2000 and 2001.



Distribution:

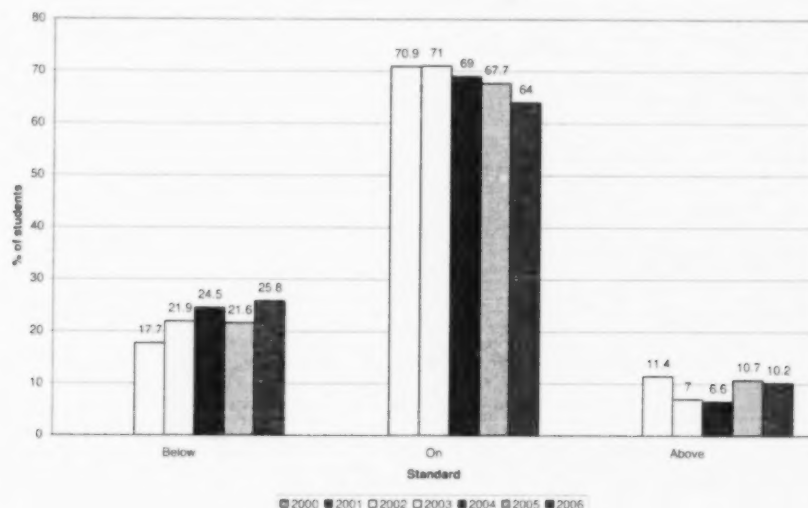
YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at Grade 9, and for the Grade 12 BC Provincial Exams. The standard indicates the percentage of students who achieved each of the levels of below standard (0% to 49%), on standard (50% to 79%), and above standard (80% to 100%).

Math 9 - Yukon Distribution of Results



(Figure 21a) Source: Department of Education

Language Arts 9 - Yukon Distribution of Results



(Figure 21b) Source: Department of Education
Alberta distribution of results is not available, as their standards differ from those of the Yukon.



Cohort Comparisons

Generally, in both the Grade 6 and Grade 9 cohort comparisons, the results of these students dropped very slightly in both Math & Language Arts with their second participation in writing between 2003 and 2006.

Yukon Achievement Tests 2003 vs. 2006

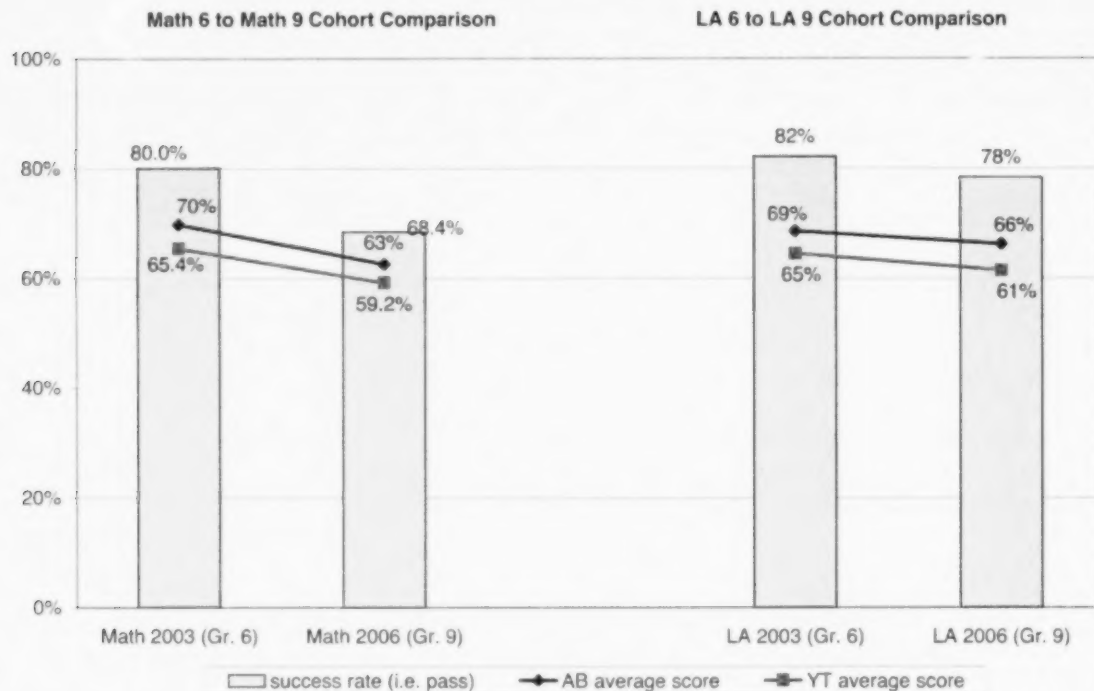


Figure 21a Source: Department of Education



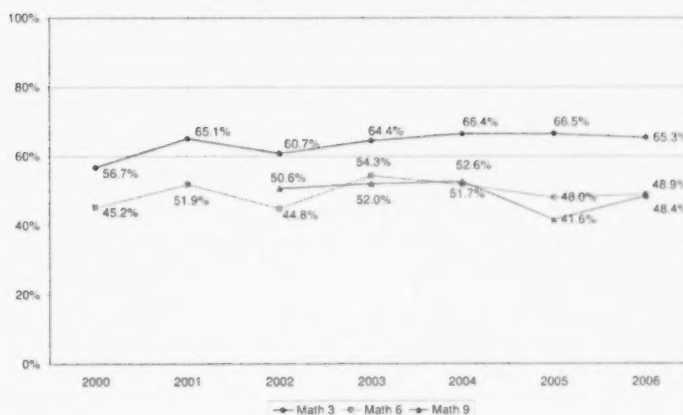
Achievement - A First Nation Perspective

Figures 22 through 24 are provided in order to allow comparisons between the performance of First Nation students and that of non-First Nation students for the 2005-2006 school year, as assessed through the Yukon Achievement Tests in Mathematics and Language Arts. The first two figures represent the average score of First Nation students on both the Math and Language Arts YATs. These figures indicate that First Nation students are achieving about the same level in mathematics than they have in previous years, and that their achievement in Language Arts has also remained fairly constant.

Generally, in Grade 3, First Nation students performed below the established standard of *Successful* performance, while non-First Nation students performed above the standard of *Successful* performance. In grades 6 and 9 the achievement of First Nation and non-First Nation students failed to meet the expected standard of *Successful* performance, with the exception of non-First Nation students in Language Arts 6.

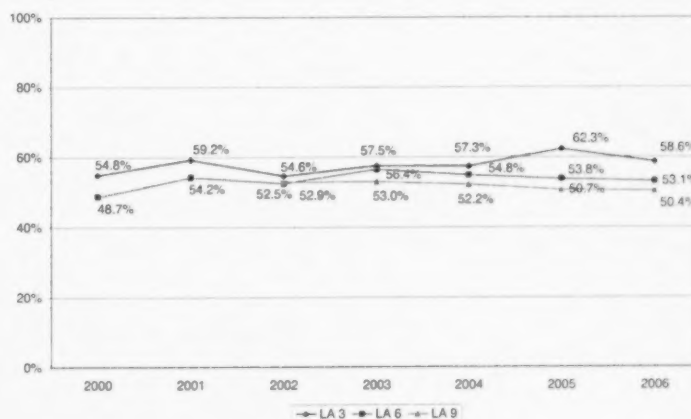
First Nation students in Math 3, and non-First Nation students in Math 3, Language Arts 3, Math 6 and Math 9, exceeded the expected standard of *Excellent* performance. Although additional research will be required to fully understand the causes, the attendance information provided in Figure 37 highlights one factor that is possibly responsible.

Yukon Achievement Test - Mathematics
Average Scores - Yukon First Nation Students



(Figure 22a) Source: Department of Education
First Nation ancestry is based on self-identification

Yukon Achievement Test - Language Arts
Average Scores - Yukon First Nation Students



(Figure 22b) Source: Department of Education



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Achievement in Grade 3 (2005-2006)
First Nation vs. Non First Nation

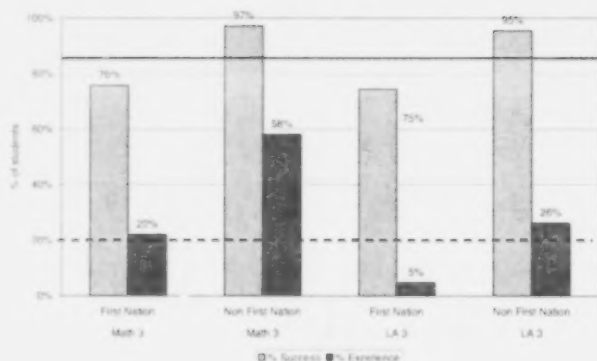


Figure 23(a) Student Achievement of Education

Achievement in Grade 6 (2005-2006)
First Nation vs. Non First Nation

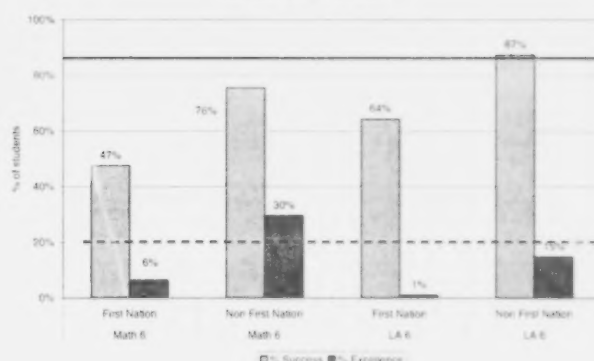


Figure 23(b) Student Achievement of Education

Achievement in Grade 9 (2005-2006)
First Nation vs. Non First Nation

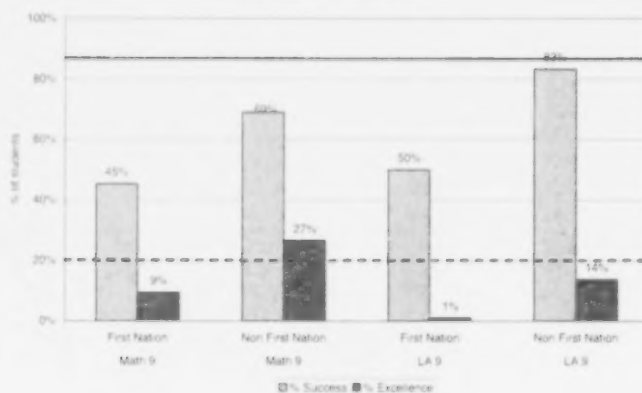


Figure 23(c) Student Achievement of Education

Success is defined as achieving a score of 50%-100%
Excellence is defined as achieving a score of 80%-100%



British Columbia Provincial Exams (BCPE)

As the BC Program of Studies form the basis of the Yukon curriculum, Yukon students enrolled in a number of specific Grade 10 and 12 courses are expected to write the BC Provincial Exams for those courses. The 2005-06 school year marks the second year that these exams are written at the Grade 10 level, in Mathematics, Language Arts and Science, and the first year they were written at grade 11 in Social Studies. These exams are written at the end of the course (i.e. semester or year end) and count as 20% towards the student's final mark for the course in Grade 10 and 11, and 40% towards the student's final mark for the course in Grade 12.

The BC Provincial Exam program:

- Ensures that Grade 10, 11 and 12 students meet consistent provincial standards of achievement in academic subjects
- Ensures that graduating students from all schools will be treated equitably when applying for admission to post secondary institutions
- Responds to strong public concerns for improved standards of education

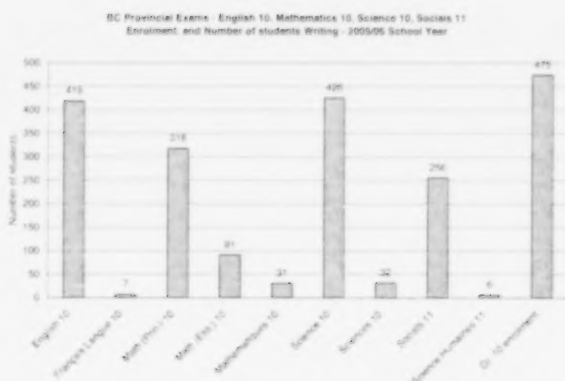


Figure 25) Source: Department of Education

Grade 10, 11 and 12 Highlights

Participation:

All Yukon students enrolled in a number of specific Grade 10, 11 and 12 courses are expected to write the BC Provincial Exams for those courses. Participation rates are difficult to determine for Grade 12 students, as not all students are required to enroll in these courses. Students generally enroll in these courses if they are required for their specific graduation program, or as a requirement of entry to a post secondary institution.

The Department of Education can, however, track participation over time in terms of the number of students writing versus the Grade 12 enrolment over time. The information retained over the past 20 years indicates that registration in these courses has remained fairly constant, and changes at approximately the same rate as the enrolment. For the purpose of this report, with the focus on numeracy and literacy, registration information has been provided for the three Grade 10 examinable courses, Social Studies 11, as well as English 12 and Mathematics 12 exams. Figures 25 and 25a shows the number of Yukon students writing these exams compared to the Grade 12 enrolment over time.

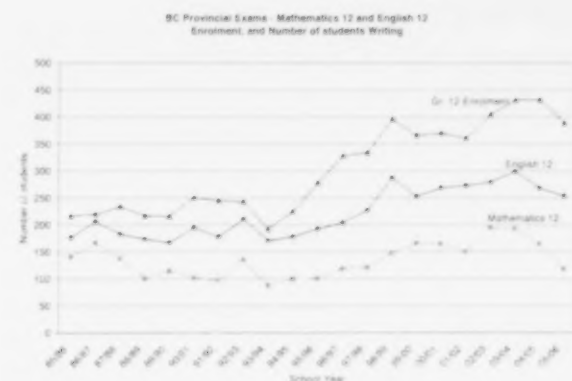


Figure 25a) Source: Department of Education



Trend Analysis:

With 21 possible provincial exams available for students to write, it would not be feasible to include trend information for all exams. For the purpose of this report, with the focus on numeracy and literacy, trend information has been provided for the English 12 and Mathematics 12 exams. Figures 26 and 27 show the Yukon average score and the BC average score over time for these two exams.

Comparison of Averages

Figures 28 and 29 provide a comparison between Yukon students and their British Columbia counterparts in key subject areas in Grade 12. However, due to the small number of Yukon students writing any given exam, readers are cautioned against making definitive judgments of student performance based on these comparisons. When numbers are small, the scores of even a few students can have a large impact on the overall average. For example, in 2005-2006, the number of Yukon students writing exams ranged between 5 (Spanish and German 12) and 254 (English 12), while in British Columbia, they ranged between 5,000 and 40,000 students. It should also be noted, that the number of Yukon First Nation students writing the various exams is too small to allow comparisons on the basis of ethnicity.

Although this report does not contain detailed information (beyond the reporting of averages in figures 27a and 27b) to allow comparisons between Yukon and British Columbia students over time, the following summary is provided to give the reader a general sense of Yukon students' performance.

B.C. Provincial Exams 2005/06
English 10, Mathematics 10 and Science 10, Social Studies 11
Comparison of Exam Mark - Yukon vs. B.C.

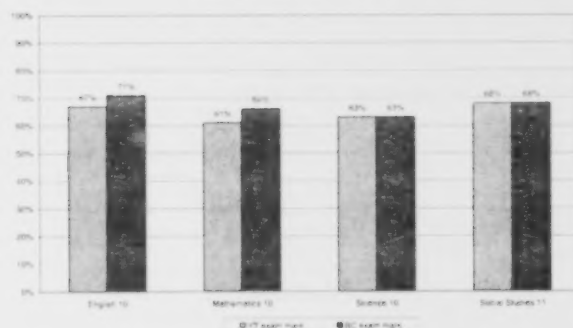


Figure 28 Source: Department of Education

B.C. Provincial Exams - English 12
Comparison of Exam Mark - Yukon vs. B.C.

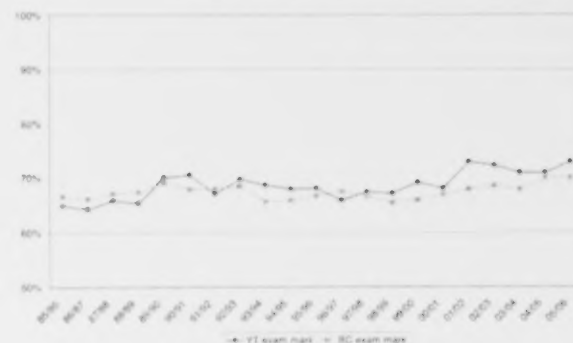


Figure 27a Source: Department of Education

B.C. Provincial Exams - Mathematics 12
Comparison of Exam Mark - Yukon vs. B.C.

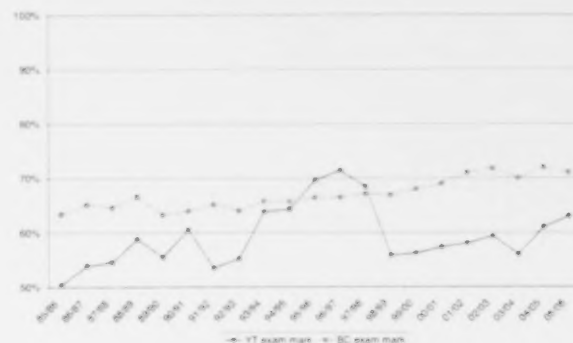
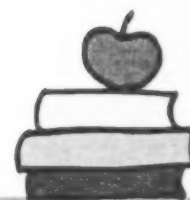
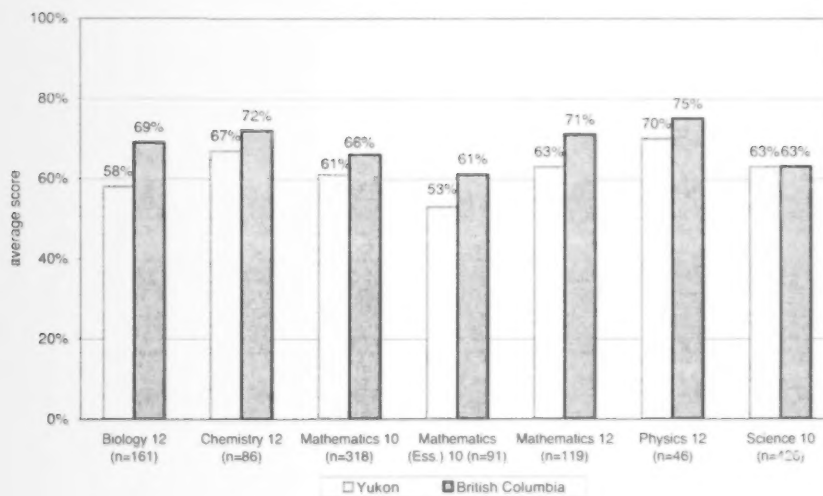


Figure 27b Source: Department of Education



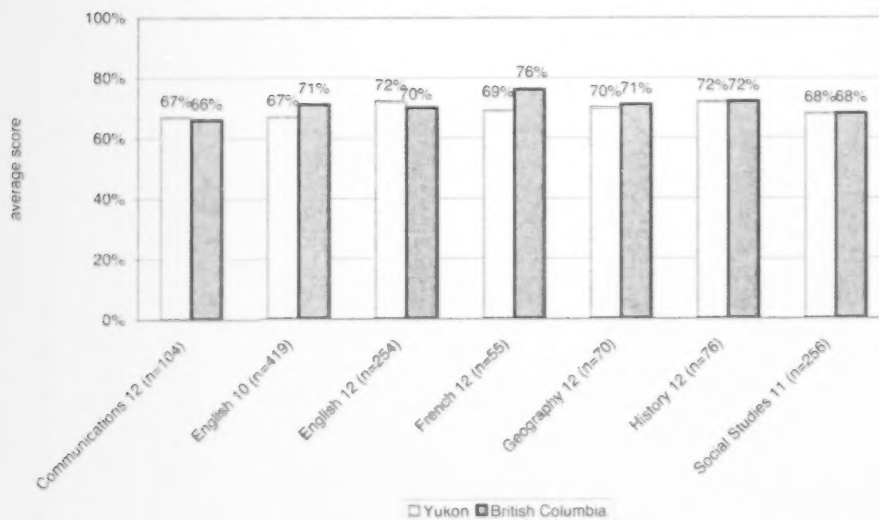
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B.C. Provincial Exams - Average Scores Mathematics and Sciences - 2005-2006



(Figure 28) Source: Department of Education

B.C. Provincial Exams - Average Scores Humanities - 2005-2006



(Figure 29) Source: Department of Education



Distribution:

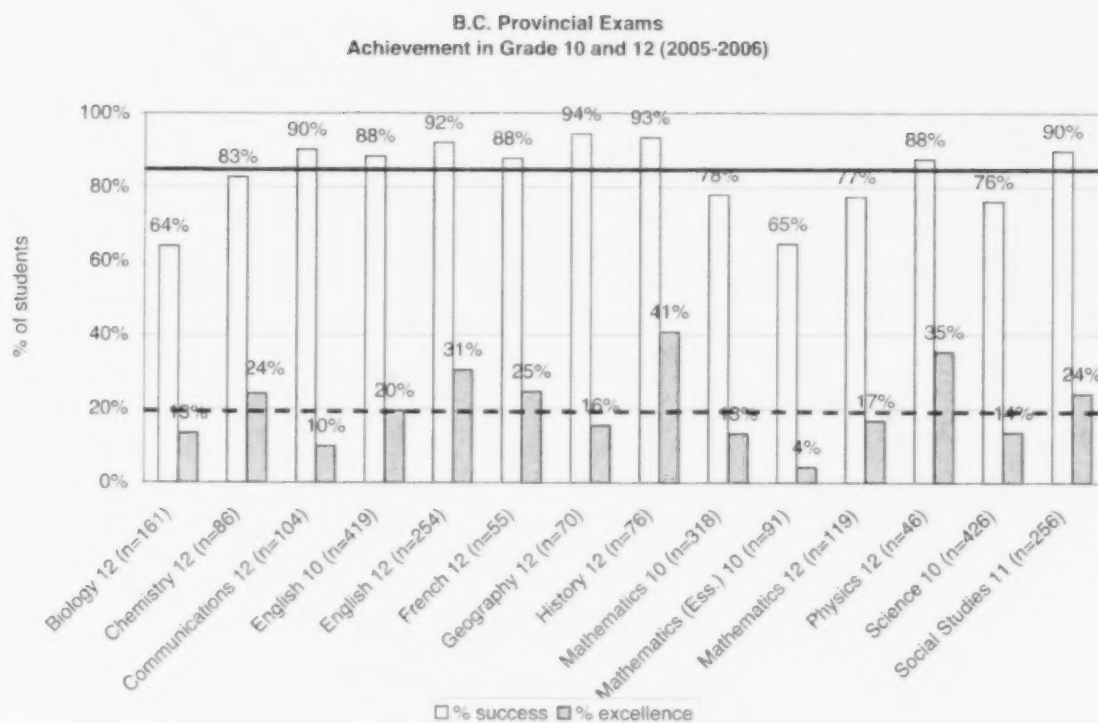


Figure 23 Source: Department of Education
Success is defined as achieving a score of 50%-100%.
Excellence is defined as achieving a score of 80%-100%.

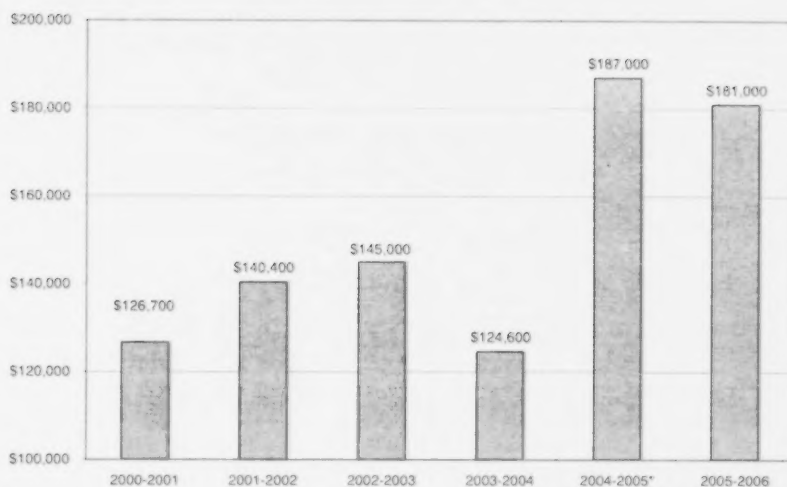


Yukon Excellence Awards (YEA)

Students earn Yukon Excellence Awards solely through their academic performance. All students in Grade 9 who write semester-end or year-end Yukon Achievement Tests, and Grade 10, 11 and 12 students who write B.C. Provincial Examinations, are eligible for an award. To qualify for an award, students must achieve a test score of 80 per cent or above.

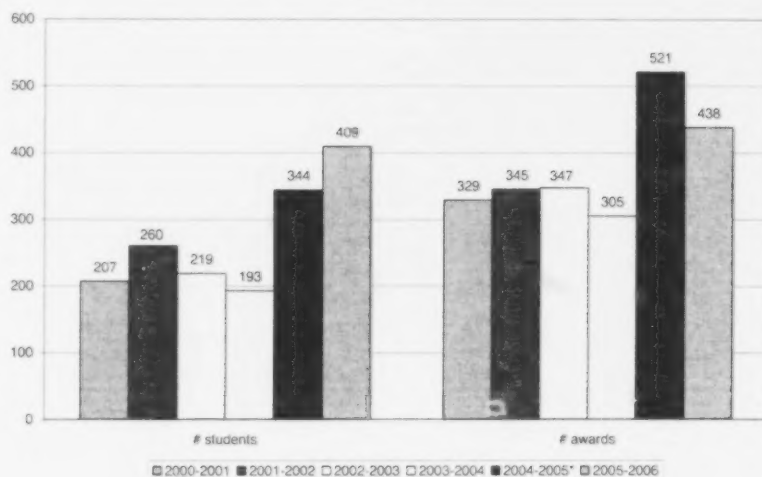
For the 2005-2006 school year, 409 students earned 438 awards, totaling \$181,000. This is an increase in students from the previous school year due to the re-instatement of the Grade 11 awards to the program (with the addition of Grade 10 provincial exams the previous year).

Yukon Excellence Awards - \$\$ Earned



(Figure 31) Source: Department of Education
* please note: Grade 10 exams were added for 2004/05

Yukon Excellence Awards - Number of Awards



(Figure 32) Source: Department of Education
* please note: Grade 10 exams were added for 2004/05



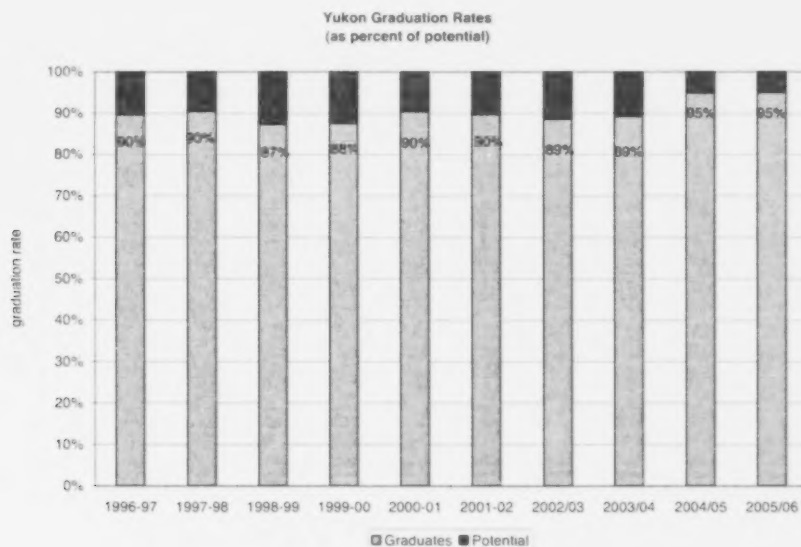
Graduation

Yukon students follow the British Columbia Ministry of Education graduation requirements. The mix of Foundation and Selected Studies courses enables students to meet the expectations of completing the basic academic core courses (Foundation Studies) of Language Arts, Mathematics, Science, Fine Arts and Applied Skills, and Career and Personal Planning, as well as a selection of optional courses (Selected Studies) in the areas of their choosing. In order to complete graduation, students must accumulate the required total of 52 credits under this program.

Figure 35 provides a comparison over time of Yukon graduation rates. Graduation rates are calculated by dividing the number of students who actually graduated by the number of students who had the potential to graduate. Potential to graduate is defined as any student enrolled in Grade 12 at the end of that year, provided they pass all of the courses in which they are enrolled.

Over the last eight year period graduation rates have remained fairly constant, ranging from 87 per cent to 90 per cent. In the 2004/05 school year, there was a jump in the graduation rate to 95%, and this rate remained constant for 2005/06. This is largely due to most students successfully completing the courses required to meet the potential to graduate.

During the same period, British Columbia graduation rates have ranged from 92 to 94 per cent.



(Figure 35) Source: Department of Education

Note: Potential to graduate is defined as any student enrolled in Grade 12 at the end of that year provided they pass all of the courses in which they are enrolled.

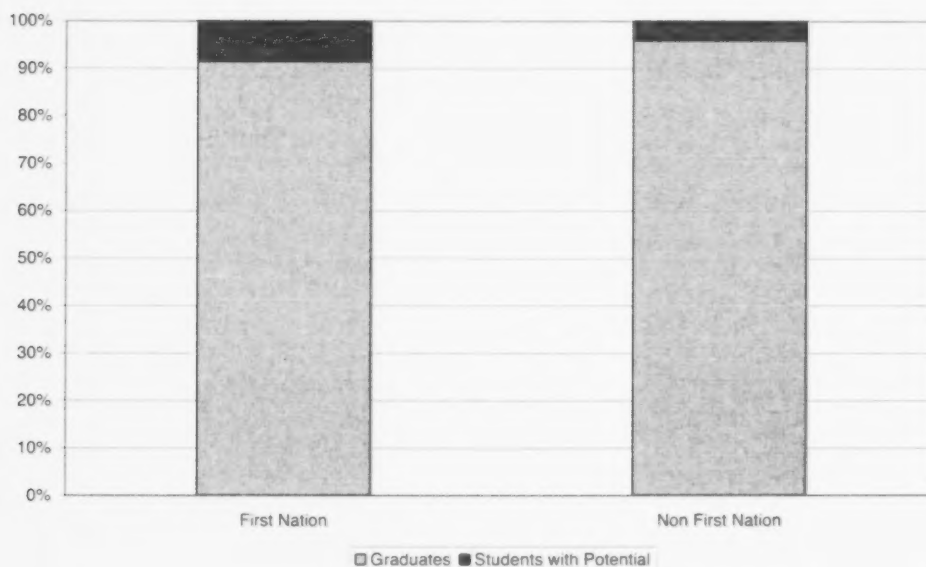


First Nation Graduates

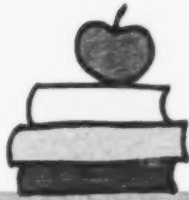
In 1996-1997 school year, 8 per cent of the students who graduated were of First Nation ancestry. In 2000-2001 school year, 16 per cent of the students who graduated were of First Nation ancestry, and remained around this figure for the next few years. In 2005/06, the percentage of First Nation graduates rose to 20%, up from 16% the previous year.

A more direct comparison of First Nation graduation success can be measured in the same fashion as for total Yukon grads, by comparing the number of graduates to those with the potential to graduate (see figure 36). For the 2005-2006 school year, 91% of First Nation students with the potential to graduate were successful at meeting the requirements of graduation. This compares with 96% for non-First Nation students.

2005-2006 Yukon Graduates
as Percent of Potential



(Figure 36) Source: Department of Education



Student Attendance

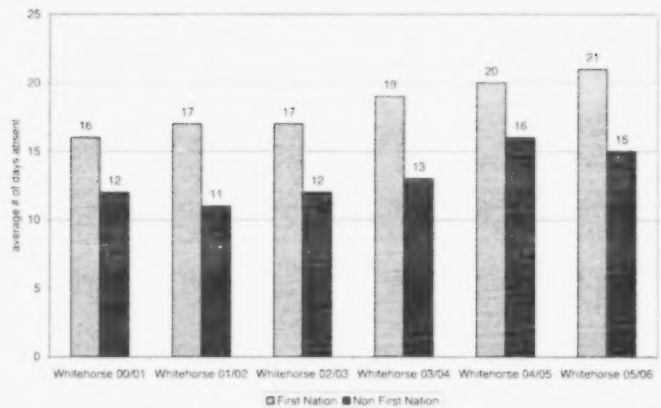
Attendance is an important educational success indicator. At the moment, collecting and reporting attendance information presents considerable challenges.

- Secondary school attendance reporting has been aligned so that they are all capturing period attendance and converting that to daily attendance in quarter day increments. This has resulted in a more accurate capture of missed portions of days and has in some cases resulted in higher, and likely more accurate, reporting on absenteeism.
- A few students were marked absent for several weeks or months before being deleted from the school's attendance register. It should be noted that the impact of these few students on the overall statistic is small.

During 2000-2001 preliminary work was undertaken to standardize data acquisition. Despite the limitations of the current system, some valuable information can be highlighted. For the 2001-2002 school year, additional work was undertaken to ensure that more accurate information was collected at the school level. For the 2002-2003 school year, an even closer look was taken at attendance recording. With this in mind, a revised, and more accurate, system of reporting has been used for the last three years.

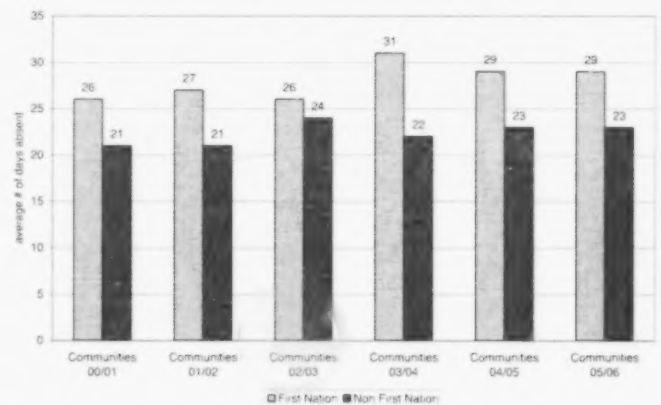
Figures 37a and 37b below show that absenteeism for the past five years is greater in rural communities than in Whitehorse. Also, First Nation students, on average, miss more days of school than their non-First Nation counterparts.

Average Absences - Whitehorse Students



(Figure 37a Source: Department of Education)

Average Absences - Rural Yukon Students



(Figure 37b Source: Department of Education)



ADVANCED EDUCATION BRANCH

Overview of the Advanced Education Branch

The Advanced Education Branch of the Department of Education promotes and supports adult training, education and labour force development. The Advanced Education Branch also provides and administers student financial aid and youth employment training.

Advanced Education provides services to Yukoners through the following two divisions:

- Labour Force Development & Apprenticeship
- Trades Certification and Training Programs.

Program Objectives of the Advanced Education Branch

To provide adult education, training and employment programs and services to Yukon people by:

- Supporting Yukon College programs
- Developing and delivering labour force initiatives including labour market research and planning and information
- Promoting partnerships with business, labour organizations, Yukon College, First Nations, equity groups, federal government and other jurisdictions in the development and implementation of programs
- Promoting apprenticeship, skill training, and inter-provincial trades standards
- Promoting literacy initiatives through workplace and community-based programs

To facilitate youth transitions to work or post-secondary education by:

- Providing student financial assistance for Yukon students
- Providing employment and training programming for Yukon students
- Supporting the Youth Works program

To assist in the implementation of land claims by:

- Ensuring that all programs and services consider Yukon First Nations interests
- Providing support to the Yukon First Nations Training Policy Committee
- Providing support to the Yukon First Nations Training Trust Fund



Trades Related Training and Apprenticeship

The Advanced Education Branch plays a key role in helping Yukoners prepare for work opportunities by promoting industrial and apprenticeship training programs in the Yukon, and by promoting the Inter-provincial Standards Red Seal program. Branch staff also work with employers and employees to provide apprenticeship and tradesperson certification, and input on trades-related skills development and pedagogy.

Apprenticeship Training

Apprenticeship is a training program combining both on-the-job and in-school technical training. Employers provide employee apprentices with hands on trade experience under the supervision of certified tradespeople. Advanced Education Branch provides for the registration, monitoring, arranging of in-school technical training, and coordination of an individual's apprentice training in any of the apprenticeship occupations in Yukon.

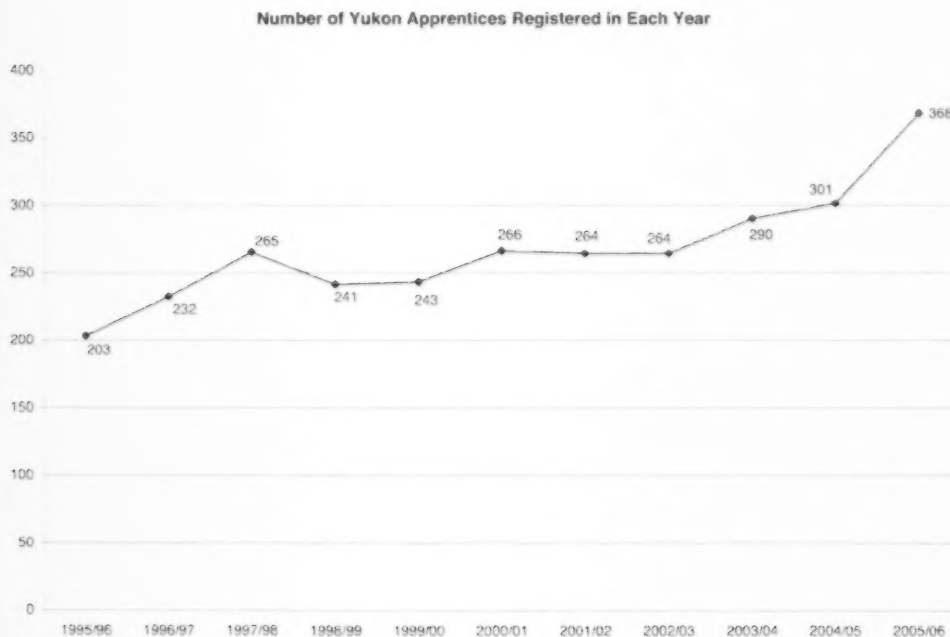


Figure 38: Source: Department of Education



Yukon Government Apprenticeship Program (YGAP)

The Yukon Government Apprenticeship Program (YGAP) provides apprenticeship training opportunities within the government of Yukon. These positions are in Yukon Government department workplaces throughout the territory. Positions in the program are advertised as they become available.

Yukon Tradesperson Qualification Program

This program provides trades certification, and in most cases Inter-provincial Standards recognition, for trades workers in trades designated in Yukon. The program is available to individuals who have gained the required trade experience, but have not been able to access certification through a formal apprenticeship program. It also provides to those individuals who hold trades certification from other jurisdictions in Canada or other countries an opportunities to gain Yukon certification.

Women in Apprenticeship and Trades

The Yukon Training Strategy committed the Government of Yukon to develop an equity strategy for apprenticeship training focusing specifically on:

- Quantifying and qualifying the current situation of women working and/or studying in the trades, as well as those women no longer involved in the trades
- Identifying the barriers to women in existing trades and examining the options for women in non-traditional apprenticeship programs
- Making recommendations on how to encourage women to participate in apprenticeship programs

As part of the Yukon Training Strategy, Advanced Education, in partnership with the Yukon Women's Directorate, commissioned a report to study and make recommendations on how to encourage women to participate in apprenticeship. This report, *Yukon Women in Apprenticeship and Trades*, was tabled in the Yukon Legislative Assembly on November 9, 1999.

The recommendations included:

- Improve and add to existing training programs for women
- Create women's trade networks
- Offer introductory trades programs for young women

Implementation of the report's recommendations began in 2000, and a follow-up report was produced to provide an update on the program.



Student Employment Programs

There are two student employment programs delivered by the Advanced Education Branch:

Student Training & Employment Program (STEP) offers Yukon post-secondary students the opportunity to work in Yukon during the summer in their chosen field of study. Students gain insight about employment in that sector and employers gain valuable summer staff. Students receive at least 450 hours of hands-on training in career related employment with private sector or government employers. STEP students are paid at least \$14.40/hour, subsidized by Advanced Education Branch at \$7.20/hour towards the student wages. STEP began in 1978 offering 24 jobs.

Year	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07 projected
Budget	\$191K	\$191K	\$191K	\$191K	\$368K	\$368K	\$368K
# of Jobs	105	118	111	112	130	131	138

Summer Career Placement (SCP) provides assistance to employers to hire students or unemployed youth. The program focuses on providing career-related work experience or developmental learning for youth and students through summer or term employment. A subsidy of \$4.13/hr is provided to private sector employers or \$8.25/hr to not-for-profit employers. The number of jobs available each year within the program budget varies depending on the length of employment offered by the employers.

Year	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07 projected
Budget	\$114,500	114,500	114,500	114,500	114,500	114,500	114,500
# of Jobs	96	97	43	74	64	53	69



Community Training Funds

Community Training Funds are a key element of the Yukon Training Strategy released in December 1998 by the Government of Yukon. In a changing job market, Yukon people need to prepare for current and future economic developments and employment opportunities. Training and upgrading of skills are a means of ensuring the Yukon workforce is ready to engage in local employment opportunities.

Training, skills development, and upgrading are essential for a modern workforce. Barriers that may limit opportunities, particularly in the communities, must be reduced. Training funds can provide the flexibility needed to provide locally relevant training that reflects emerging economic and employment opportunities.

Community Training Funds are, for the most part, community-based and community-driven. They are designed to put decisions about training in the hands of those best equipped to understand those needs—the communities themselves. Community Training Funds allow a community to take a broad approach to local training needs.

Training Funds also represent a true commitment to partnership between the Government of Yukon and private sector. They can be industry or project specific, to help the private sector meet the training needs of specific industries that are important to the Yukon economy, now and in the future.

Following is a list of current Community Training Fund organizations which the Department of Education has current and long term agreements:

- Association of Yukon Communities (Community Training Society)
- Campbell Region Training Fund, Town of Faro and Ross River
- Chamber of Mines
- Klondike Region Training Fund, Town of the City of Dawson
- Heritage Training Fund
- Cultural Industry Training Fund
- Yukon Tourism Industry Association
- Silver Trail Training Fund, Village of Mayo
- Carmacks Training and Employment Society
- Watson Lake Training Society
- Yukon Conservation Society
- Challenge - Community Vocational Alternatives



The Yukon government provided \$1.8 million to the Community Training Funds for the fiscal year 2005-06. This financial support assisted a variety of Yukon organizations including (but not limited to):

White River First Nation Training Fund	\$ 60,000
Cultural Industries Training Fund – Music Yukon	\$ 75,000
Heritage Training Fund	\$ 60,000
<i>Yukon College Training Courses</i>	
Pre-Employment Piping Trades Program	\$ 92,400
Pre-Employment Welding Course	\$ 75,928
Apprenticeship Preparation Program	\$ 61,500
Whitehorse Corrections	\$ 56,000
Whitehorse Corrections – Arts Projects and Academics	\$ 31,800
Kwanlin Dun House of Learning	\$ 60,000
Exam Development / Mapping	\$ 13,200
Women in Trades and Technology Course	\$ 20,000
Women Exploring Trades	\$ 84,000
<i>Dawson City</i>	
Dawson City Arts Society	\$ 39,800
Klondike Institute of the Arts – Dawson	\$ 50,000
<i>Mayo</i>	
Mayo Carpentry Level 1	\$ 45,000
Mayo Apprenticeship Qualifier	\$ 28,000
Mayo Clerical Assistance Training	\$ 13,000
<i>Other Training Funds</i>	
Skills Canada Yukon	\$ 68,000
Skills Summit – 10 Participants	\$ 20,000
Canada Games Host Society Training	\$ 50,000
Mayo Silver Trail Training Fund	\$ 100,000
Literacy Action Committee	\$ 137,000
Haanen Childcare Training	\$ 50,000
Women in Trades and Technology - Society	\$ 45,000
Learning Disabilities Association of Yukon	\$ 101,000
Yukon Literacy Coalition	\$ 50,000
Yukon Learn – Workplace Literacy	\$ 100,000



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Other Initiatives 2004-05

Yukon Craft Strategy - Tourism	\$ 12,575
National Criminal Justice	\$ 35,000
Health And Social Services Client Training	\$ 50,000
Nlaye Ndasadaye Day Care Society	\$ 11,200
Yukon Childcare Association	\$ 10,000

Student Financial Assistance

To have options in today's workforce, education beyond high school is highly desirable. Electing to pursue education beyond high school can be a very expensive decision due to the cost of travel, tuition, books, and accommodation. Although students are primarily responsible for paying for their own education, there are many options to access funds that may make post-secondary studies more affordable.

The Student Financial Assistance Unit has a variety of programs available to assist students financially in their studies. Program information updates will be made by April for each new academic year. The following Financial Assistance options are available to Yukon students:

- Yukon Grant
- Student Training Allowance
- Canada Student Loans
- Scholarships and other options

Number of Grants, Allowances and Loans

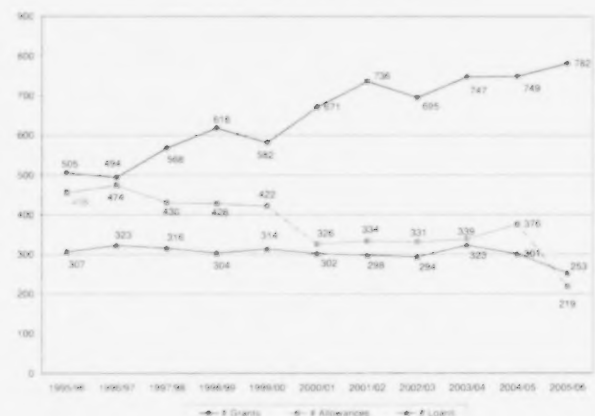


Figure 28: Source: Department of Education data based on fiscal years

Post-secondary Grants, Allowances and Loan Amounts

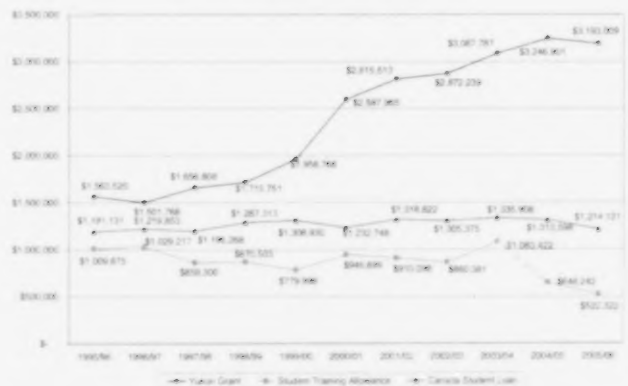


Figure 29: Source: Department of Education from Yukon Education Unit
Please note in 2004/05 for the Student Training Allowance, the amount includes those awarded students who either withdrew from programs or failed exams and amounts were returned from Yukon College.



Yukon Grant

The Yukon Grant is a financial assistance program offered to Yukon students who are attending full-time post-secondary studies at an approved institution for a minimum of 12 consecutive weeks.

There are specific criteria to be eligible for this type of funding. Yukon students must fall within one of the three eligibility categories: Dependent Student, Independent Student, or New Resident Student.

Generally speaking, to be eligible for Yukon Grant funding, Yukon students:

- Must complete 2 years of high school between the grades of 8 and 12 in the Yukon Public Schools system
- Be attending full-time post-secondary studies at an approved institution, and
- Have not been out of the Yukon for more than 12 consecutive months, while not in school prior to applying

Not all student history is the same, therefore, it is always best to check with the Student Financial Assistance Office should students be unsure of their eligibility status for the Yukon Grant when planning on attending post-secondary studies.

Yukon students can not receive this type of funding if they are receiving funds from another territorial or federal agency for educational studies other than special scholarships, awards or loans.

Student Training Allowance

This type of funding is available to Yukon students who are attending full-time studies at Yukon College or an approved human resource development training program within Yukon. Courses must run for a minimum of three weeks duration and Yukon students must have resided in Yukon for 24 months immediately prior to the commencement of classes.

The Student Training Allowance provides assistance to Yukon students through bi-weekly payments. The rates vary according to whether a student is single or has a number of dependents and is calculated based on the duration of the course of study.

Yukon students can not receive this type of funding if they are receiving funds from another territorial or federal agency for educational studies other than special scholarships, awards or loans.

It is important to note that Yukon students who also meet Yukon Grant criteria must make a decision on the type of funding they wish to utilize when attending in Yukon. A Yukon student can receive either the Yukon Grant or the Student Training Allowance - not both in the same academic year. Whether a Yukon student decides to take either the Yukon Grant or the Student Training Allowance, it does count towards their five years of eligible funding through the Department of Education's Student Financial Assistance office.



Canada Student Loans

The Government of Canada offers full and part-time students with demonstrated financial need in all provinces and territories across Canada, with the exception of Quebec, the Northwest Territories and Nunavut.

The purpose of a Canada Student Loan is to supplement, not replace, the financial resources that students and families are expected to contribute. When students are in school, the Government of Canada will pay the interest on the Canada Student Loan if students provide confirmation of full-time enrolment. When the student graduates or leaves school, the Government of Canada offers repayment options to help make repaying student loans more manageable if students experience financial difficulty.

Student loans are just one option to consider when deciding how to pay for post-secondary education. It is a good idea to explore all other financial opportunities, including employment earnings and scholarships.

More information about Canada Student Loans can be found at: http://www.canlearn.ca/nslsc/multimedia/pdf/infoguide_e.pdf

Scholarships and Other Options

Over the years, various organizations, individuals and professional groups in Yukon have established scholarships to complement the Financial Assistance programs offered by the Government of Yukon. These scholarships are provided by private donors.

For detailed information on the over 50 other student financial assistance options, please visit the Advanced Education website at: <http://www.education.gov.yk.ca/advanceded/sfa/scholarships.html>



LOOKING AHEAD

Education Reform

The Government of Yukon and the Council of Yukon First Nations (CYFN) launched the Education Reform Process in August 2005. During this estimated two year Education Reform process, the Government of Yukon and CYFN will focus on improving learning opportunities by recommending changes to the education system. This process will not be limited to a review of the Education Act.

The Education Reform process will build on input already gathered through the Education Act review and other processes in order to develop concrete recommendations for changes to the education system. Changes to the education system could be program-based, administrative and/or legislative.

Children and Youth FASD Diagnostic and Support Team

Health and Social Services (by a contract with the Child Development Center) began team-based diagnosis and support for pre-school children in 2003. This team consisted of a local physician, speech and language pathologist, occupational therapist, psychologist and a coordinator from the Child Development Centre (CDC). Family advocates and health nurses provided a support role to the family. This process replaced sending children out of the Yukon for this diagnosis.

In 2005, Department of Education Special Programs consultants teamed with the coordinator of the preschool FASD Diagnostic team from the Child Development Centre and a local physician, to form the Youth FASD Diagnostic and Support Team. Training took place at Glenrose Hospital in March 2006.

This is a unique opportunity to blend the expertise of the Department of Education professionals such as Speech and Language Pathologists, School Psychologists, Occupational Therapist, Physiotherapists (who already support students with comprehensive assessments and school programming), with medical practitioners, Health and Social Services and community partners. Parents and/or legal guardians must agree to the referral for assessment, and there must be a suspected and/or confirmed use of alcohol prenatally. To be considered for assessment, youth must be between the ages of 5 and 18 years of age and demonstrating significant delays in one or more areas.

With the addition of the medical doctor to the team, a diagnosis can be made in addition to comprehensive programs and supports for school-age students and their families during and after the school day.



School Planning Program

School learning plans are required annually from all Yukon schools as per the Education Act, and are to be developed in cooperation with school councils and school boards. This process encourages professional dialogue to develop priorities, supports inclusion of school community, and promotes greater commitment to achieving student-centered goals. The School Planning and Review Initiative, in development in Yukon for over two years, replaces onerous, resource-intensive accreditation models and fulfills legislative requirements to evaluate schools.

Departmental officials, school administrators, school councils, Yukon Francophone School Board and Kluane Lake School Committee have been trained to use the process. All schools are currently using this model and all will be reviewed by external teams during this school year (2006 – 2007).

The final document, the School Learning Plan, identifies 3 goals (numeracy, literacy, First Nation engagement or social responsibility), and is developed on evidence-driven decisions to establish a roadmap for successive years focused on student achievement and success. Improvements are measured and adjustments made with repeated data collections over time, as well as assessed by external review against ten attributes which are the researched characteristics of the most successful schools.

External review teams will include the Director of Learning (chair) who will report findings of the team to the school, a school administrator from a similar school, curriculum and/or special programs personnel as appropriate, Yukon First Nations representatives as appropriate, and a school council member from a similar school.





MORE INFORMATION

Department of Education web link

- Department of Education: www.education.gov.yk.ca
- Yukon schools on the web: www.yesnet.yk.ca

Enquiries

Phone: (867) 667-5141

Physical Address: 1000 Lewes Blvd, Whitehorse, Yukon, Y1A 3H9

Mailing address: Box 2703, Whitehorse, Yukon, Y1A 2C6

Assessment and indicators web links

- Alberta Learning: www.learning.gov.ab.ca
- BC Ministry of Education: www.gov.bc.ca/bced
- Council of Ministers of Education Canada: www.cmec.ca
- Western and Northern Canadian Protocol: www.wcp.ca

Assessment and indicators publications

- Student Information and Assessment (2000). *A Handbook of Procedures and Guidelines for Student Assessments and Awards*. Canada, Department of Education.
- Centre for Education Statistics (2000). *Education Indicators in Canada. Report on the Pan-Canadian Education Indicators Program 2005*. Canada, Statistics Canada.
- Joint Advisory Committee (1993). *Principles of Fair Student Assessment Practices for Education in Canada*. Edmonton, Centre for Research in Applied Measurement and Evaluation.

Experiential learning web links

- Association of Experiential Education: www.aee.org
- Alternative Education Resource Organization: www.edrev.org
- State Education and Environment Roundtable: www.seer.org
- Global Learning Observation Benefits Environment: www.globe.gov

Experiential learning publications

- Lieberman, Gerald & Hoody, Linda (1998). *Closing the achievement gap: Using the environment as an integrating context for learning*. USA, Science Wizards.
- Drake, Susan (1993). *Planning integrated curriculum: The call to adventure*. USA, Association for Supervision and Curriculum Development.



Early Intervention web links

Canadian Institute of Reading Recovery: www.yrbe.edu.on.ca/~read/rr/cirr.htm

Early Intervention publications

- Klein, Tracy (2001). *A Report on the full day Kindergarten and K-4 Pilot program at Tantalus School : August 28,2000 to June 7, 2001*. Canada, Yukon Education.
- Johnston, Mary Ann (2001). *A Report on the full day Kindergarten and K-4 Pilot program at Elijah Smith Elementary School : August 28,2000 to June 13, 2001*. Canada, Yukon Education.
- Eberlein, Glenda and McCorkell, Aileen (2004). *Reading Recovery Teacher Leader Site Report for the School Year 2003/04*. Canada, Yukon Education.





HISTORICAL ENROLMENT YUKON PUBLIC SCHOOLS

SCHOOL	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Carcross Community	60	64	50	50	56	49	51	56	56	61	63	58
Chief Zzeh Gittlit	44	57	60	64	49	66	57	51	47	45	51	41
Christ the King Elementary	198	210	215	246	312	315	298	286	345	338	307	298
Del Van Gorder	159	242	215	167	119	76	72	67	55	53	53	51
École Émilie-Tremblay	97	99	112	110	107	115	120	124	110	115	119	112
Elijah Smith Elementary	212	221	302	250	240	226	211	224	240	247	279	298
Eliza Van Bibber	73	75	76	79	72	74	65	57	60	71	69	59
FH Collins Secondary	709	746	683	815	711	606	614	546	544	506	497	429
FH Collins Secondary Immersion	63	72	77	131	120	107	106	94	104	107	90	111
Golden Horn Elementary	215	231	287	299	284	294	280	256	243	227	213	185
Grey Mountain Primary	123	130	122	109	94	100	78	84	80	72	65	61
Hidden Valley Elementary	132	129	170	171	159	146	142	137	130	125	100	93
Holy Family Elementary	162	177	187	191	181	182	169	172	187	168	163	162
JV Clark	92	96	99	99	101	100	103	95	97	88	81	74
Jack Hulland Elementary	486	459	516	497	488	466	431	386	402	372	341	331
Johnson Elementary	195	191	170	165	166	175	178	176	172	169	150	139
Kluane Lake	5	6	6	6	13	6	9	9	6	8	7	7
Nelna Bessie John	21	23	15	25	19	17	18	19	21	14	11	11
Porter Creek Secondary	380	369	340	470	603	666	654	689	681	733	724	669
Robert Service	298	290	284	291	268	263	221	229	224	233	238	234
Ross River	65	75	84	78	75	73	55	61	65	67	73	73
Selkirk Elementary	315	294	327	301	260	252	236	235	229	222	229	247
St. Elias Community	160	160	168	168	159	143	148	147	148	132	130	119
Takhini Elementary	168	188	247	225	221	223	223	216	206	197	168	163
Tantalus	102	96	102	99	101	95	101	102	102	86	103	94
Teslin	56	70	54	51	54	50	54	67	66	66	67	61
Vanier Catholic Secondary	158	233	284	388	427	441	463	448	402	402	405	415
Watson Lake Secondary	97	101	98	94	93	98	89	88	97	99	106	110
Whitehorse Elementary	131	144	178	147	104	81	85	72	79	78	54	17
Whitehorse Elementary Immersion	273	277	310	300	265	246	248	239	268	270	301	327
Total Enrolment	5,249	5,525	5,838	6,086	5,921	5,751	5,579	5,432	5,466	5,371	5,340	5,148



YUKON PUBLIC SCHOOLS DIRECTORY – 2006/2007 SCHOOL YEAR

Grade	School	Phone	Fax	Address	Post Code	Principal
Director of Learning (Area 1) Rosemary Burns						
		667-5180	393-6339		Y1A 2C6	
K-9	Ghùch Tlá Community School	821-2929	821-3505	Carcross	Y0B 1B0	Brian Shanahan
K-7	Christ the King Elem. School	667-3527	667-3666	20 Nisutlin Dr., Whse	Y1A 3S5	Marj Hlady
8-12	FH Collins Sec. School	667-8665	393-6385	1001 Lewes Blvd., Whse	Y1A 3J1	Darren Hays
10-12	Gadzoosdaa Student Residence	667-8067 or 5495	393-6354	15 Selkirk Street, Whse	Y1A 3J5	Peter Cassidy
K-7	Holy Family Elem. School	667-3500	667-3502	55 Wann Rd., Whse	Y1A 5X4	Ted Hupe
9-12	Individual Learning Centre	667-8288	393-6929	407 Black Street, Whse	Y1A 2N2	Bill Bennett
K-7	Johnson Elem. School	536-7333	536-7737	Box 367, Watson Lake	Y0A 1C0	Denis Ryan
8-12	Porter Creek Sec. School	667-8044	667-8953	1405 Hickory St., Whse	Y1A 4M4	Kerry Huff
8-12	Teen Parent Centre	667-3421	667-3423	Box 3984, Whse	Y1A5M6	Donna White
K-9	Teslin School	390-2570	390-2414	Box 16, Teslin	Y0A 1B0	Richard Burke
8-12	Vanier Catholic Sec. School	667-5901	393-6370	16 Duke St., Whse	Y1A 4M2	Trevor Ratcliff
8-12	Watson Lake Sec. School	536-2501	536-2518	Box 308, Watson Lake	Y0A 1C0	Carson Atkinson
9-12	Wood Street Centre	667-8413	393-6244	411 Wood St., Whse	Y1A 2E9	Darren Hays
Director of Learning (Area 2) David Sloan						
		667-3747	393-6339		Y1A 2C6	
K-7	Elijah Smith Elem. School	667-5992	393-6288	1399 Hamilton Blvd., Whse	Y1A 6G3	John Wright
K-7	Golden Horn Elem. School	667-8130	393-6389	Box 10500, Whse	Y1A 7A1	Chris Wright
K-3	Grey Mountain Primary School	667-5189	667-5179	186 Alsek Rd., Whse	Y1A 4N9	Gloria Coxford
K-7	Hidden Valley Elem. School	667-8164	393-6316	5 MacPherson Rd., Whse	Y1A 5S3	Len Walchuk
K-7	Jack Hulland Elem. School	667-8496	393-6234	1304 Fir St., Whse	Y1A 4C4	Jim Tredger
K-8	Kluane Lake School	841-4506	841-5604	Destruction Bay	Y0B 1H0	Jill Potter
K-9	Nelina Bessie John School	862-7250	862-7904	Beaver Creek	Y0B 1A0	Erin Davies
K-7	Selkirk Elem. School	667-3688	667-3693	5 Selkirk St., Whse	Y1A 3J5	Penny Prysruk
K-7	Takhini Elem. School	667-3625	667-3623	526 Range Rd., Whse	Y1A 3A3	Kelly Collins
K-7	Whitehorse Elem. School	667-8083	393-6211	4181 4th Ave., Whse	Y1A 1J7	Patrice Berrel
Director of Learning (Area 3) Denis Gauthier						
		993-5723	993-5730	Y0B 1G0 Y1A 2C6		
		667-3722	393-6339			
K-9	Chief Zzeh Gittli School	966-3151	966-3702	Old Crow	Y0B 1N0	Gary Vokey
K-12	Del Van Gorder School	994-2760	994-2236	Box 160, Faro	Y0B 1K0	Gary Morgan
K-12	Eliza Van Bibber School	537-3231	537-3103	Pelly Crossing	Y0B 1P0	Chris Kingsbury
K-12	JV Clark School	996-2275	996-2116	Box 38, Mayo	Y0B 1M0	Bruce MacGregor
K-12	Robert Service School	993-5435	993-6112	Box 278, Dawson City	Y0B 1G0	Philip Cull
K-10	Ross River School	969-2216	969-2702	Ross River	Y0B 1S0	Thomas Jirousek
K-12	St. Elias Community School	634-2231	634-2921	Box 5494, Haines Junction	Y0B 1L0	Ruth Lawrence
K-12	Tantalus School	863-5371	863-5814	Carmacks	Y0B 1C0	Cully Robinson
Francoophone School Board Lorraine Taillefer, Director						
		667-8680	393-6946		Y1A 1G1	
K-12	École Émilie-Tremblay	667-8150	393-6360	20 Falcon Dr., Whse	Y1A 6E2	Hélène Saint Onge



Guidelines for Interpreting the School-based Yukon Achievement Test Results

The school reports describe the results achieved by students who were in grades 3, 6, and 9. There is a separate result for each test based on the language of the test.

The Department of Education, including its schools, is responsible for ensuring that the highest possible quality of education is provided to students. The results from Yukon assessments enable the Department of Education and its Directors of Learning, principals, teachers, as well as school councils, parents, and community members to examine Yukon and school results in relation to Yukon goals and standards. Careful interpretation of results should lead to decisions about how to improve student learning. The reporting on and analysis of results achieved, together with the identification of improvement strategies, are key components of a school's planning and reporting processes. Achievement test results provide only part of the overall picture of the territory's, or a school's performance.

Although Yukon assessments are designed to assess the achievement of Yukon standards, many important learning outcomes cannot be measured by time-limited, paper-and pencil tests. In addition, many factors contribute to student achievement. The school is in the best position to accurately interpret, use, and communicate achievement results for the school. For this reason, information about school results should be obtained from the school. The Yukon Department of Education does not endorse the production or publication of rank order lists of results.

Detailed reports are useful to school staff for in-depth analysis of areas of strength in a course, areas needing improvement, and the progress being made toward achievement of goals. In addition to summary School Reports, the Department of Education also provides its schools with a breakdown of results by curricular objective, to assist in identifying areas of strength and weakness.

Every student who was in grade 3, 6 or 9 in Mathematics or Language Arts was expected to write the achievement tests unless it was not possible for the student to respond to the tests or if participation would be harmful to the student.

If a student wrote only one part of the test but was absent for the other part, his or her results are not calculated in the total mean for the school.

Some students with special needs can complete the achievement tests without the use of writing accommodations, others can complete the tests with accommodations, and a few are unable to complete the achievement tests. Students who are unable to complete the achievement tests because they are not capable of responding to the test in its original or approved modified form, or if participation would be harmful to them, should be excused from writing by the school.

Results for an achievement test shall not be reported to the public when there are fewer than six students who wrote the test. This is to protect the privacy of individual students.



Since curriculum standards do not change from year to year, every effort is made to construct tests that are equivalent in difficulty to tests from previous years.

The report provides school average scores (means) for the total test. Evaluating the importance of and reasons for differences between school and territorial results requires careful consideration of the practical significance of differences. Also, it is important to consider local targets for student achievement relative to territorial achievement standards.





Yukon Achievement Tests 2005-06 Means by School

SCHOOL	Math 3 #	Math 3 %	Math 6 #	Math 6 %	Math 9 #	Math 9 %	LA 3 #	LA 3 %	LA 6 #	LA 6 %	LA 9 #	LA 9 %
Alberta		77.2%		66.1%		62.6%		69.3%		65.3%		66.2%
Yukon	267	75.3%	319	59.3%	335	57.4%	258	67.1%	356	62.0%	403	60.0%
Carcross	8	75.6%					8	64.4%				
Christ the King	33	84.2%	43	72.4%			33	74.8%	44	71.8%		
Del van Gorder												
École Émilie Tremblay-EN									12	57.2%		
École Émilie Tremblay-FR	6	80.9%	12	74.1%					14	72.7%		
Elijah Smith	37	74.7%	24	49.8%			33	64.8%	28	56.9%		
Eliza van Bibber												
FH Collins-EN					78	54.8%					109	61.8%
FH Collins-FR					18	66.2%					18	65.7%
Golden Horn	12	87.7%	28	73.3%			12	78.9%	27	69.3%		
Grey Mountain	8	87.4%					8	78.3%				
Hidden Valley	11	91.9%	8	62.0%			11	81.0%	8	70.1%		
Holy Family	12	90.5%	26	55.0%			13	68.8%	26	60.8%		
Individual Learning Centre												
Jack Hurland	31	75.3%	57	59.3%			32	66.6%	53	62.8%		
Johnson Elementary	7	73.7%	18	51.7%			7	70.6%	18	52.8%		
JV Clark			8	39.1%					7	50.6%		
Kluane Lake												
Nelna Bessie John												
Old Crow												
Porter Creek Sec.					126	56.6%					142	58.5%
Robert Service	19	69.3%	15	53.3%	17	62.8%	18	61.7%	15	62.0%	17	63.4%
Ross River											7	44.1%
Selkirk	18	78.1%	26	58.5%			16	66.2%	26	61.5%		
St. Elias	10	70.5%	7	50.2%	13	48.0%	10	71.4%	7	58.6%	13	51.6%
Takhini	23	70.0%	25	59.3%			24	60.0%	25	60.6%		
Tantalus												
Teslin	7	59.5%	7	53.9%			7	52.6%	7	53.7%		
Vanier Catholic Sec.					67	65.4%					73	66.8%
Watson Lake Sec.					15	49.8%					18	51.7%
Whitehorse Elem.-EN	6	40.7%	6	53.1%			6	58.8%	32	63.1%		
Whitehorse Elem.-FR	44	70.5%	26	59.3%					26	56.9%		

Results for a school shall not be reported publicly where there are fewer than 6 students in a particular subject writing.
This is to protect the privacy of individual students. These results will be blacked out for the purpose of this report.